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ABSTRACT

The purposes of this handbook are (1) to help individuals who are thinking about becoming family day care providers decide whether the profession is appropriate for themselves and their families, and (2) to present ideas for setting up and maintaining a family day care home that provides high quality service to families, a developmental learning environment to children, and business success to providers. Chapter 1 offers an introduction to family day care in Iowa. Chapter 2 focuses on starting and maintaining a family day care business. Chapter 3 discusses the home as a child care and learning environment. Chapter 4 explores aspects of the relationship between parent and caregiver. Chapter 5 discusses causes of behavior, individual differences, learning, development, and meeting children's special needs. Chapter 6 offers suggestions for guiding and disciplining children. Chapter 7 concerns scheduling and planning learning and care activities. Chapter 8 deals with health, safety, and first aid. Chapter 9 discusses food and nutrition. Chapter 10 covers community resources and professional opportunities. Chapter 11 focuses on the family day care provider's responsibility for self-care, handling of stress, and prevention of burnout. A bibliography of related books is provided and a transcript of the regulations concerning the registration of family day care homes in Iowa are appended. (RH)

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IOWA FAMILY DAY CARE HANDBOOK

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INFORMATION, IDEAS & RESOURCES FOR THE DAY CARE HOME PROVIDER

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IOWA FAMILY DAY CARE HANDBOOK

3rd Edition
1986

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The current edition has been updated, reorganized, and rewritten to reflect changes in family day care in Iowa. It incorporates new developmental information, changes in first aid practices, available resources, tax laws and business procedures, and a heightened awareness of the importance of high quality care for children.

The authors wish, first and foremost, to acknowledge the support of ISU Child Development faculty and staff, particularly Sue Hegland, Kathryn Miller, Jane Martino and Dorothy Labensohn, who reviewed the manuscript and made very helpful suggestions. We wish to thank Dianne Draper for her support and assistance in making departmental resources available and facilitating the writing and editing process. Our secretaries, Patty Campbell and Lori Churchill, did an excellent job of putting the manuscript on the microcomputer and handling the drafts competently with patience and a sense of humor.

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CHAPTER 1
INTRODUCTION TO FAMILY DAY CARE IN IOWA

Family day care is a popular form of child care; about 1.3 million family day care providers care for more than five million children in this country today. You may be one of those providers, or you may be considering family day care in your home.

We have two main purposes in preparing this book. First, we hope that through reading, and thinking about how these ideas apply to you and your home, you will consider whether or not the provision of day care service is a right choice for you, your family, and your home. Second, we present many ideas for setting up and maintaining a family day care home that provides high quality service to families, a place where children can develop and learn, and a successful business for you.

WHAT IS FAMILY DAY CARE?

Family day care is the care of children in the home of another family or person. It is a service to parents who will pay someone to care for their children while they work or attend school. Parents continue to have the responsibilities of rearing the child.

The person operating a family day care home is called the day care provider, or "provider", or may be called the caregiver. Providers can be women, men, couples, or other combinations of people. Usually, however, only one person gives the service in a family day care home. Because nearly all providers are women, we will sometimes refer to this person as "she." Or it might be "You!" For the provider, the day care home is a business and lots of hard work. She must be responsible for all of the children all of the time they are in her care. She must be responsible for the behavior of her own family members and friends also, as they interact with the children in her care. All adults involved in the setting must follow the rules and procedures. Any adult involved in the business must learn the skills necessary to make the family day care home a successful experience for the families it serves.

In Iowa, the Department of Human Services (DHS) regulates day care services. A copy of the legal regulations and conditions for registration of family day care is in the appendix at the back of this book. The different kinds of day care services in Iowa are defined and operated legally in these ways:

1. A Family Day Care Home is a family home in which care is given to not more than six children for any part of the 24-hour day. The total of six is absolute and must include all of the home providers' own children who are not yet in school all day, and who live at home. When school is not in session, full-day school-agers who live in the

home do not need to be included in the maximum of six. There should never be more than four children under two years of age present in the home. In Iowa, registration for family day care homes is voluntary. The law does not allow a home to have more than six non-related children whether it is registered or not.

2. A Group Home is a program operated, usually in a home, for more than six but fewer than 12 children. No more than six of these children can be under the age of six. Two persons must staff the program whenever there are seven or more children present for more than two-hour periods. Registration by DHS is required by law for group homes. Group day care homes must also meet designated fire safety regulations: have a fire extinguisher, smoke detectors, and two exits direct to the outside from the main floor, and a direct exit from the second story and the basement if these floors are used for child care.

3. A Day Care Center or day nursery, as well as preschools, Head Start centers, and others, are programs provided in a building especially for that purpose. Centers give services for more than 11 children, and must be inspected, approved, and licensed by DHS personnel. (Many other regulations apply to centers. If interested, contact your county DHS or social services office.)

Persons providing child care in all types of registered or licensed facilities in Iowa (and all adults living in the same home, in home facilities), must go through a criminal records check. Each check is done by the Department of Public Safety at the request of the DHS. Registration is denied by DHS if any such persons have ever been convicted in any state of a crime involving child mistreatment or a crime of violence against any person. All people living in the home are now also checked through a central child abuse registry in the Department of Human Services. Any record of substantiated child sexual abuse, or a record of two or more reports of any other type of abuse, for example, physical abuse or neglect, will also mean registration will be denied.

IS REGISTRATION A GOOD IDEA?

Many states have mandatory registration of day care homes. In fact, home day care services are becoming both increasingly professionalized and increasingly regulated across the county. In Iowa, registration is voluntary as long as you care for no more than six children. There are, however, advantages to registration.

- Registered homes are known by local DHS and social services offices. A list of all such homes in the county is kept and used a referral service for parents seeking registered care.

- Because registered homes are listed, providers can be contacted about training opportunities, conferences, available resources, and by other home care providers.

- Many parents are becoming well informed about day care. Such parents will look for a registered home if they are seeking family home day care. Parent education efforts encourage parents to become "informed consumers."

- The provider can advertise her service as "Registered Day Care Home". She receives a certificate which she should be proud to display and explain to potential customer families.

- Registered homes may be able to qualify for participation in the child care food program for reimbursement for meals and snacks.

Every good family day care home should meet the conditions required by registration. Check through the list in the appendix. These guidelines, and many other suggestions for providing high quality child care in your home, are discussed throughout this book.

For more information about registration, check with your local DHS office, or write to:

Program Manager for Day Care Services
Iowa Department of Human Services
Hoover State Office Building
5th Floor
Des Moines, Iowa 50319

WHAT IS A GOOD DAY CARE HOME?

High quality care, the kind all parents want for their children, provides a warm and inviting setting and keeps children safe, healthy, and generally happy. The home is clean, provides good food, milk, and drinking water. The provider is able to enforce rules and discipline children without inflicting pain, physical or mental. But a good family day care home does much more than keep children busy, under control, and out of trouble. Good day care is NOT "just babysitting". A good family day care home is a place where the adult or adults understand and respond to children, take care of their physical needs, comfort them, and teach them. Adults in the good day care home know how to show children love and acceptance, and at the same time, strengthen the bond of feelings children have with their own home and family members. The day care home is a place where children, not only play, but learn through play, using toys and materials which are interesting and just right for their growing abilities. Care is given by a provider who has learned about growing children, and applies that knowledge in her services.

The family day care home can provide rich opportunities for children's learning. Young children learn best when they are actively involved with things and people. They also learn well when they are comfortable, in a familiar setting, and when the experiences fit in easily with what they already know in their own lives. The kitchen is one of the world's best learning environments. Preparing food can teach science, math, and language, as a child watches steam rise from a tea kettle, helps measure the flour into the muffin batter, and talks about the white and yolk of an egg.

Natural happenings and neighborhood events contribute to a child's learning in a home, if the provider takes advantage of them. When it "looks like rain", there is time to scan the sky and talk about clouds. If a city crew starts to fix a pothole in the street or a neighbor invites the children to see a litter of kittens, this event becomes the activity of the moment. For young children, daily happenings are important educational events.

Children benefit from individualized attention from adults, especially when it is timed to the child's needs and interests. The small number of children in a day care home promotes these opportunities. Family day care homes sometimes have a wide age range of children, allowing an infant to enjoy the closeness and noise of a five-year old's play and giving the five-year old a chance to learn about babies.

Good child care is vital to a child's future happiness and learning. Children's feelings of self-worth; their attitudes toward themselves, other people, and the activities of the world; and the skills with which they cope and operate; are all acquired early and through all of their experiences. Early development is the basis for all later development. A good day care home fills the many hours any child spends there with meaningful and developmentally appropriate activities which help children grow well.

IS THIS FOR YOU?

Family day care providers genuinely enjoy children. They find a rewarding and challenging occupation in caring for children and helping them grow and learn. Operating a family day care home also offers a parent-provider the opportunity to earn income while at home rearing her own children, sharing their accomplishments, and greeting them when they come home from school. Providers sometimes want to provide companions for their own children. They feel that running a day care home avoids the disadvantages of working outside the home, such as driving in rush-hour traffic, spending a lot of money on clothes, or having to choose a care facility for their own children. Providers may not realize when they start caring for others' children that they are running small businesses. Business considerations add exciting dimensions to the work. Undertaking the establishment of a family day care home means making a commitment to provide high quality care to every child in the home all the time without showing favoritism. The pay is low; the hours are long; and the fringe benefits are lacking. There are no rest breaks during the day and few contacts with other adults. Providers have little freedom to visit with friends over coffee, shop, watch daytime TV, or attend events or appointments during the day. And many people do not recognize what a difficult, important, challenging, and intellectually stimulating job providers do.

Good home day care requires quite a bit of you, your family, and your home, house or apartment. The following points may be useful in deciding to establish a family day care service.

The Provider's Family

Providers have found it a good idea to be sure family members are supportive and cooperative in a day care home. The day care home business requires something of everyone in the family.

- Young children need to share parent's attention with children who come into the home. They also need to share their space in the house, their yard, and their toys.
- Older children return from a demanding school day to a lack of privacy, and, perhaps, additional chores.
- The family members might have to adjust to having baby equipment such as chairs, playpens, changing tables, and cribs, in space they have been using. They may find children using their beds during the day.
- Other adult members of the family leave in the morning, then return from a working-place day to a home where other people's children play and members of other families are coming and going.
- Family members need to be aware that good day care providers often do planning and preparation duties after children leave in the evening, and early in the morning.

Family day care works best when every family member helps and shares the responsibilities with good spirits.

The Provider's Home

As with any home-located enterprise, you expect to make adjustments in the environment especially for the business. For day care purposes, the home should:

- be free of accident and health hazards.
- be clean, pleasant, and reasonably orderly.
- have a working telephone.
- be large enough, and have enough open space to provide play areas and furnishings appropriate for the number and ages of the children receiving care.
- have toileting and washing facilities for children.
- have a refrigerator and adequate kitchen equipment for food preparation, storage, and serving.
- have adequate napping space and equipment for children, and comfortable sleeping arrangements for children who stay overnight.

- have space away from others, available for rest and quiet for a child who becomes ill.
- have a protected outdoor play area. A fenced yard is strongly recommended for young children.
- have safe and adequate heating, ventilation, and lighting. Fireplaces, woodburners, and open-faced heaters must be protected by screens which are non-movable.

As you consider possible changes and adjustments, you should also read through Chapter 3, Your Home as a Child Care and Learning Environment.

The Provider

The most important factor which makes child care work for children is YOU. The "challenges and joys" very quickly translate into the smile of a creator of a red fingerpainting or the squabble between toddlers over one small stuffed bear. There are some standards which must be fulfilled in order for the home to be registered. There are some other conditions which should be present for high quality care to be given. The good provider of home day care:

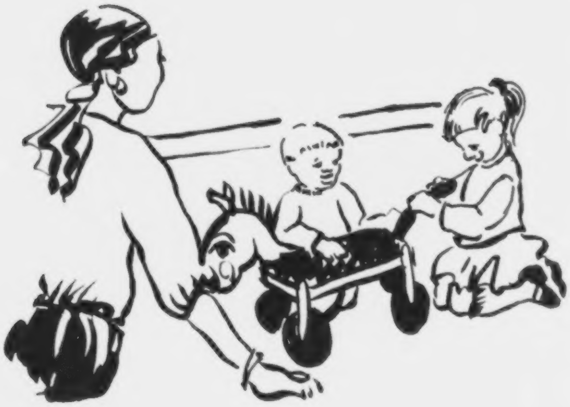
- must be at least 18 years old, be in good physical and mental health.
- must, along with all members of her household, be free from any communicable diseases.
- must have the mature self control required to guide and discipline children calmly, sensibly, and without inflicting physical or emotional harm or pain.
- must be able to manage constant supervision of children at all times.
- must provide a variety of activities of quiet and active play, and for small and large muscle development.
- must be able to plan and provide regular, nourishing, well-balanced meals and snacks.
- must be prepared to handle emergencies.
- must provide a way to have another responsible adult help in case of emergencies, or give substitute care if the provider has to be absent.
- must inform parents if a substitute caregiver is to be used.
- must be able to set up and maintain children's records and the business procedures necessary for operation.
- should have skills for working with children patiently, flexibly, and with warmth and good humor.
- should understand and like children. The provider should have knowledge of child development about how children grow and what to

expect at different ages. She should know some developmentally appropriate activities for each age group she serves.

- should have first aid and CPR (cardiopulmonary resuscitation) training.

A new nationwide program to define the profession of family day care providers, is the Child Development Associate (CDA). See Chapter 10 for an explanation and list of the standards. The program book introduces the competencies in the following way and in doing so, makes an important statement about high quality family day care.

> The rapid growth and developmental changes of young children make it essential that caregivers be flexible and adapt promptly to children's changing needs. Competent caregivers working with young infants build feelings of security and trust through warm, supportive, and dependable contact with each child. Competent caregivers provide a safe, loving, readily available home base for mobile infants while supporting their growing confidence and competence. Competent caregivers provide environments, experiences and interactions for toddlers and young preschool children that build feelings of initiative, creativity, individuality, and group relatedness in an atmosphere of affectionate attention. Competent caregivers offer older preschool children many opportunities to build on their independence, understanding, and interest in themselves and their environment.
>
> --Family Day Care Providers CDA book, pg. ii.



CHAPTER 2
GETTING STARTED AND MAINTAINING A FAMILY DAY CARE BUSINESS

More and more providers who have been caring for children in their homes for years realize that they are self-employed and operating a small business. Like most operators of small businesses, providers set their own rates, develop their own policies, and keep their own records. They enter into agreements with parents concerning the care of the children. Thinking of yourself as a small business operator helps you handle arrangements in a businesslike way.

Approaching family day care from a business point of view can encourage parents to be good consumers and apply good consumer skills as they make their selection. It is in the best interest of the child when a good choice is made initially and few if any changes then need to be made in care arrangements. It is also a lot easier for the provider. You can help parents select carefully by encouraging parents to visit your home both when you have children there and when you don't. If parents observe when children are there, they can see that the children are happy, well-cared, for and safe. You can schedule a time to meet with them alone when you have more time.

RECRUITING CHILDREN, MARKETING YOUR FAMILY DAY CARE HOME

Some providers have no problem getting started because they know families with several children looking for care. You may need to advertise or market your home and the services you provide. You could:

- Talk to people--friends, relatives, neighbors. Most parents find child care through word of mouth.

- Identify working parents with small children in the area you live. Contact them personally; ask them for names of families they know.

- Leave your name and phone number at your elementary school. Working parents often contact schools for names of day care providers.

- Advertise in local newspapers and shopping news sheets. Place notices on bulletin boards where parents will see them; e.g., grocery stores, laundromats, shopping centers, churches. Keep ads neat and simple. An appropriate ad:

  > Registered full day child care in my home. Will provide safe, loving and stimulating care for preschoolers. S.E. part of town. Ph. 555-0040.

- Make arrangements to become a part of a local child care resource and referral program if one is available.

If you are registered, the Department of Human Services can provide your name to parents. In a local family day care association, members often help each other with recruiting.

ENROLLING THE CHILD

Usually arrangements concern fees, hours and basic policies. Providers and parents need to share information and reach agreement in a number of areas. You should be familiar with the child's habits, health problems, likes and dislikes, and fears. It is important to talk with parents about your ways with children, sharing of toys and household equipment, how you handle problems, your ideas about discipline. If you have pets, share this information because a child may be allergic or afraid. If religious or cultural practices affect activities, food, and discipline, these need to be discussed.

It is very important to agree on the number of meals and snacks that will be provided. Some parents may wish the provider to serve breakfast as well as lunch. You may consider the number of meals served when you set fees. Some providers feed the child breakfast if parents provide the food. Sharing basic information and agreeing at the beginning can avoid problems later. These are some of the issues you may wish to discuss with parents:

Arrangements

- --Time child will arrive and time child will be picked up?
- --Who is authorized to pick up child?
- --Fees --How much per hour/day/week/month?
  - --How much for other children from the same family?
  - --What fees are when the child is away due to illness or vacation?
  - --When fees are paid and how (cash, check)?
  - --Late fees?

Food

- --Which meals and snacks are provided?

--Information about Child Care Food Program (CCFP) if provider participates in the program.
--Information about provider's food philosophy.
--Any allergies/health problems?
--If infant, who provides formula; if special diet, who provides it?

Emergency Information
--Phone number of parent and other contact person.
--How to contact child's physician.

Information about the child/family
--Any allergies or other health problems of child.
--Any medical care/medication needed, authorized.
--Child's habits and preferences about food, toileting, sleeping.
--Type of discipline used by parents.

The intake form (A) on the next page can be a useful guide in discussing these issues with parents. Form B is an example of a parent/provider agreement which provides protection for both parties. This form can be written to meet your particular needs.

Be sure to keep forms current. Add new information as necessary. These procedures may at first seem too formal, but they prevent misunderstandings.

CHILDREN'S RECORDS AND FILES

Family day care home providers find it helpful to keep a file folder for each child. The provider's copy of the Mutual Agreement and the Intake Form can be kept in this folder. In addition, the following forms are helpful:

Release For Emergency Medical Authorization (Form C). This form, signed by the parents at the time of placement, will authorize the day care home provider to give immediate emergency care. It also authorizes medical treatment for a child in an emergency even before the parents can meet the provider at the

FORM A

INTAKE FORM

I. Identification Information

Child's Name ______________________ Sex ______ Birthdate ______________
Last First Middle

Child's Address ______________________________ Home Phone ______________

Parent(s) or Legal Guardian(s): State Relationship to Child ______________

	Name	Address	Place of Employment	Home/Work Phone
1.				
2.				

II. Who will have authority to pick up the child? ______________________________

____

____

Is any person specifically denied permission to see the child? ______________

If so, who ____

III. Physical Regime (at time of enrollment)

Does you child have any unusual eating habits or food dislikes (Explain)

____

____

____

Does your child have any allergies? ______________________________

____

Does your child nap? _____ When? _____ How long, as a rule? ______________

Any sleep habits or problems? ______________________________

____

IV. Personality and Emotional Development (at time of enrollment)

What are the child's fears? ______________________________

Is the child usually happy or relaxed? ______________________________

Does the child have any nervous habits? ______________________________

If so, when does the child show them? ______________________________

____

V. When you find it necessary to discipline your child, which form of discipline do you prefer? ______________________________

VI. Give any further information which you believe will be helpful to us in understanding your child. (In case of a handicap - describe). ______________________________

____

VII. Names and ages of brother(s) and/or sister(s) ______________________________

____

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FORM B
CHILD CARE MUTUAL AGREEMENT FORM

As Day Care Home Provider, I agree to:

- Give your children careful attention, affectionate care and stimulating activities to do so they will experience happy, healthy development while they are in my care.
- Furnish nutritious meals at regular mealtimes and foods for appropriate snacks.
- Give you reasonable notice, except in an emergency, if I request the removal of your children from my care.
- Keep you informed of your child's development and activities while in my care.
- Cooperate with you in planning for your children.
- Provide care ____________ in my home ____________ in your home

As the parent(s) or guardian(s) I (we) agree to:

- Inform you in advance if the children cannot be brought in or picked up at the regular time.
- Inform you if someone other than the child's parent(s) or guardian(s) will be picking up the children.
- Make sure you always have a clean change of clothing for the child.
- Provide any special food, clothing or personal equipment (such as baby food, diapers, toothbrush) that is needed for the child.
- Report immediately any change in address, telephone number at home or work to you.
- Inform you at least one week in advance before removing the children from the day care home.
- Allow you to call the children's physician or emergency medical assistance if emergency medical or surgical care is needed for the child. (It is understood that if the condition allows time, a conscientious effort will be made to locate the parents before any action is taken.)
- Authorize you to give emergency care if necessary for accident or illness.
- Inform you of any illness or contagious disease the children might have.
- Provide payment at the rate of __________ per _________, beginning ______________. Payment will be made every ______________________________________.
- Bring the children at approximately ______________ and return for them at approximately ______________. (If I/we will be late, I/we will call you).

Name(s) of Children ______________________________ Age(s) ______________________

______________________________ ______________________

Special Provisions: ____

____

____

Parent's (Parents') or Guardian's Signature(s) ______________________________

Date ______________________________

Day Care Home Provider's Signature ______________________________

Date ______________________________

Persons Authorized to Pick up the Children ______________________________

____

____

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FORM C

EMERGENCY MEDICAL AUTHORIZATION

(SPECIAL POWER OF ATTORNEY)

I, ____, parent/guardian of ____, age ________

Do hereby give my permission and/or consent to the Day Care Home Provider ______________________________ to secure and authorize such emergency medical care and/or treatment as my child (above-named) might require while under the supervision of said Day Care Home Provider. I also authorize said Day Care Home Provider to administer emergency care or treatment as required, until emergency medical assistance arrives. I also agree to pay all the costs and fees contingent on any emergency medical care and/or treatment for my child as secured or authorized under this consent.

NOTE: Every effort will be made to notify parents immediately in case of emergency. In the event of an emergency, it would be necessary to have the following information:

Name of physician to contact ______________________________
Address ______________________________
Phone ______________________________
Preferred hospital to contact ______________________________
Address ______________________________
Phone ______________________________

Other relatives or persons to contact in an emergency:

Name	Address	Phone	Relationship

Signed ______________________
Date ______________________
Notarized ______________________
Date ______________________

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hospital or office. Some hospitals require that this form be notarized. Check your local requirements.

Child's Health Record (Form D). The physician's signed report on the health of each child includes immunization information and should be updated as new treatment or immunization is given.

Medication Release (Form E). At no time should a child be given any medication without the express written consent of the parent and the physician's prescription or written authorization for non-prescription drugs such as aspirin. This form should be filled out for each new prescription or other medically authorized treatment and for renewal of any treatment.

Travel and Activity Authorization (Form F). When signed, this form allows the provider to arrange field trips or to take the child to the store. (Parents should also be informed of any field trip immediately before the date of the outing.)

Daily Attendance Record (Form G). Accurate attendance records verify services provided and help prevent misunderstanding about billing.

Accident Report (Form H). For records and protection, it is advisable to write a report any time a child is injured, even slightly, while in a provider's care. The report should contain information about the accident, the injury, and the action taken. One copy should be given to the parents and one retained for the provider's file.

Physician's Statement (Form I). This statement verifies that the provider is in good health. It is required by the Department of Human Services for registered providers.

These forms can be changed to meet any special needs and can be color coded for easy identification.

SOURCES OF INCOME

Fees from parents generally range from $35 - $75 a week for each child, more for infants. Because parents often look for day care near their own homes, fees may depend on the average income in the neighborhood, as well as the standard rate in the community. In determining fees, you will take into account food, supplies, toys, transportation, liability insurance and other expenses of the day care service, in addition to what you charge for your time. The fee may vary depending on the age of the child, whether there is one or more children from the same family, and whether or not parents supply food, diapers, etc. Don't hesitate to charge what you feel is a reasonable fee.

Public Funding

Some providers care for children whose fees are paid through Social Services Block Grant funds or whose parents are on the Work Incentive Program (WIN), Individual Education Training Program (IETP), or other funded programs.

FORM D

CHILD'S HEALTH RECORD

Health Record for ______________________________
(Name of Medical Facility)

Child's Name ____________________ Sex _____ Birthdate __________

Address ______________________________

Mother's Name ____________________ Father's Name ____________________

Check and date illnesses child has had: Measles _______ German Measles _______

Chicken Pox _______ Mumps _______ Scarlet Fever _______ Strep Throat _______

Rheumatic Fever _______ Allergy (indicate type) ____________________

Drug Reaction ______________________________

Contact with tuberculosis: Yes _______ No _______

If tuberculin test given: Date ____________ Result ____________

If chest x-rayed: Date ____________ Result ____________

Surgery, accidents, other illnesses or special problems ____________________

____

Immunizations:

	Check if completed	Year of latest immunization/booster
Small Pox		
Diphtheria		
Tetanus		
Pertussis		
Poliomyelitis		
Measles		

Physical examination results (include, if tested, vision and hearing)

____

____

____

Comments and Recommendations to Day Care Home Provider: ____________________

____

____

Physician's Signature ____________________ Date ____________

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FORM E

MEDICATION RELEASE

Name: ______________________________

Name or number of medication: ______________________________

Please give the above medication as authorized by ______________________________
(Physician's Name)

Physician's Phone ______________________________

Amount: ______________________________

Time: ______________________________

Number of days: ______________________________

or

Number of doses: ______________________________

I am providing dated prescription medicine, or a physician's authorization, written, dated, and signed, for non-prescription drugs to be given to my child.

Parent or Guardian: ______________________________

Date: ______________________________

FORM F

TRAVEL & ACTIVITY AUTHORIZATION

I give permission for my child ______________________________ to leave the Day Care Home Provider's home with supervision for trips in a car or on public transportation to special places, walks to the park, shopping trips, etc. Restrictions on such trips:

____

____

____

______________________________ Signature of Parent

______________________________ Date

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Form G

DAILY ATTENDANCE RECORD

Day Care Provider's Name: ______________________________

Address: ____

____

Phone: ___________________________ Month _______ Year _______

Child's Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1.																															
2.																															
3.																															
4.																															
5.																															
6.																															

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FORM H
ACCIDENT REPORT

1. Name of child injured______________________________
2. Age of child______________________________
3. Parent______________________________
4. Address______________________________
5. Telephone number called to reach parents________________
   Number of times____________
   Response of parents__________________________
6. Date and time of accident________________________
7. Description of accident________________________

   A. Were there other children or adults involved?____________
      How?______________________________
   B. Was medical assistance contacted? Who?________________
   C. Nature and location of injury (what part of body was hurt)?________

________________________ ____________________
Day Care Home Provider Date

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FORM I

PHYSICIAN'S STATEMENT

Day Care Home Provider:____

Family Members:____________________________

____

____

This is to state that the above name Provider and her or his family members are free of disabilities or health conditions which would prevent the provision of good child care.

________________________ ____________________________
Physician's Signature Date

____
Address

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In these cases, a worker from the Department of Human Services (DHS) will explain the program to you and assist with the necessary forms. Fees from this source are considered income and must be included on Schedule C of the provider's income tax form.

Child Care Food Program

The Child Care Food Program (CCFP) is administered in Iowa by the Department of Public Instruction, Child Nutrition Program Division. The CCFP is similar to the school lunch program except that it applies to child care centers and family day care homes. The CCFP provides a cash reimbursement to non-residential child care institutions to serve meals to children in their care. Cash reimbursements from the food program are taxable as income and must be included on Schedule C of the provider's income tax form.

To participate, a family day care home must be registered with the Department of Human Services (DHS). The family day care home must also have a sponsor which is any public or private non-profit, tax-exempt organization that assumes managerial and fiscal responsibility for the food service program. The sponsor's responsibility extends only to the food service program and does not include other aspects of the family day care home program.

There are sponsoring agencies for every county in Iowa. These include day care centers, Head Start programs, churches, fraternal organizations, Y's, family day care home associations--any not-for-profit, tax-exempt organization willing to undertake this project. In some areas, state agencies serve as sponsors.

For more information and to find out your local sponsor, contact the Department of Education, Food and Nutrition Bureau, Grimes State Office Building, Des Moines, IA 50319, (515) 281-5356.

BUSINESS RECORD KEEPING OF INCOME

It is important to keep accurate records of business income from family day care. Why? Most importantly, because this information is needed to file and verify federal and state income tax reports. The Internal Revenue Service specifies that your permanent records must clearly establish your gross income. You may also need accurate income records to apply for a loan or mortgage or for funding from the state financial assistance program.

It is important to have some means of keeping track of what is owed for child care services. Periodic charges to the parents may vary depending upon the billing terms used (hours, week, day, etc.) and the number of days or hours of care provided. Therefore, a good system is necessary to ensure proper payment from parents for the amount due. If payment is made in cash, be sure to provide a receipt.

These informational and record-keeping needs can be satisfied by the regular use of Customer Account Sheets (Form J) and year-end use of the Income Summary Form (Form K).

FORM J

CUSTOMER ACCOUNT SHEET

Name: ______________________________ Calendar Year: ____________________

Address: ____________________________ Terms: ____________________________

Telephone: __________________________ Due: ______________________________

Date of Entry	Description	Dates of Charges	Amt. of Charges	Date of Receipt	Amt. of Receipt	Balance Due
	Balance Forwarded					

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FORM K

INCOME SUMMARY

CALENDAR YEAR: ______

Customer/Income Source	Dates Covered	Amounts
	TOTAL INCOME	

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Customer Account Sheet

A Customer Account Sheet provides a record of charges to and receipts from each family. A current balance of what is owed by each family can therefore be maintained. It also provides the necessary information for calculating your total income at the end of the year.

On Form J note the space at the top for recording the parents' names, address, and telephone number. The calendar year indicates the year these charges and receipts (payments made by families) occurred. Start a new sheet at the beginning of each year so that the records for one year can easily be separated from the records of another year. Agreed-upon charges, dates, and timing of payment should be indicated to aid billing.

A charge should be recorded as follows:

- To identify the period on which charges are based, enter the dates of the charge period in the date of charge column. For instance, for services provided the 2nd through the 8th of January, enter "Jan. 2-8."
- Use description column to explain the basis of charges when appropriate; e.g., full day care, breakfast and lunch, extra charge for a package of diapers, etc.
- In the amount of charge column, record the amount being billed for the period.

A receipt or payment should be recorded as follows:

- On the description line, record how payment was made (check, cash, etc.).
- Record the date payment was actually received in the Date of Receipt column.
- In the amount of receipt or payment column, enter the amount.

Use the balance column to determine the correct amount owed. Simply adjust the previous balance by adding any charge and subtracting any payment for all subsequent charges and receipts. (Hint: Draw a line across the "balance" space to indicate customer is paid up to date).

At the end of the year, take the latest balance, total all charges and total all receipts. The beginning balance plus the total charges minus the total payments or receipts should equal the current balance. If it does not, an error has been made which should be located or corrected before completing the Income Summary Form (K).

Income Summary

The Income Summary Form (Form K) is mainly a year-end worksheet for determining total income for the year. However, properly completed, it is also a handy reference for keeping track of income from each customer.

Because working parents can receive a tax credit for child care expenses, they will appreciate a record of their payments.

If the Customer Account Sheets have been properly maintained, determining total income is a simple procedure. Record the total receipts from each customer and total them. That's it. Finding total receipts from each customer should be no trouble since, in balancing the Customer Account Sheets, it was necessary to total the receipts. Just take the total and record it along with the customer's name on the Income Summary.

Again, remember that payments from public funding and reimbursements from the Child Care Food Program must be included as part of your child care income.

BUSINESS RECORD KEEPING OF EXPENSES

It is important to keep accurate records of business expenses. Poor record-keeping of expenses means you will not know what your net profit is and almost always means a bigger tax bill. The Internal Revenue Service (IRS) requires that you retain all receipts, cancelled checks and other evidence to prove amounts claimed as deductions.

Possible Deductible Business Expenses

The purpose of the Child Care Expense Checklist (Form L) is to remind you of expenses that might be deductible on the tax return. It should not be used as a reference to determine the actual deductibility of an expense. It is a list of possible deductions only. It will help you to know what kinds of store receipts to save and purchase records to keep. The various tax publications should be checked yearly to determine the legal deductibility of an expense. Furthermore, there might be deductible expenses which are not on the list.

The normal current costs you pay or incur in your trade, business or profession are business expenses. To be deductible, the expense must be ordinary in your trade, business or profession and necessary for its operation. It must have been paid or incurred by you during the year. The word ordinary refers to an expense that is common and accepted in your field of business. The word necessary is somewhat self-defining although it does not mean indispensable. It has been defined as an expense that is appropriate and helpful in developing and maintaining your trade or business.

Business expenses are deductible whether they are paid in money or in property. Not all business expenditures are deductible, even though they may be ordinary and necessary. The general rule is that you only get a tax deduction as a cash basis taxpayer in the year you actually pay for a deductible expense. But there is an important exception when you pay with a credit card. For tax purposes, payment is considered made on the date of the transaction, not on the date you pay the credit card company. Expenditures at the end of the year can be deducted. But if you charge a deductible expense on a credit card issued by a company supplying the deductible goods, you can't take a deduction until the credit card bill is paid. For example, merchandise purchased at Sears is not deductible if paid by a Sears charge card, whereas the same merchandise purchased at Sears on a VISA/Mastercard is deductible.

There is no limitation on amounts you may deduct as business expenses, as long as they are reasonable. The checklist below gives examples of possible deductible expenses. Questions that arise may be checked with a local IRS office and/or the various IRS publications listed on page 33.

FORM L

CHILD CARE EXPENSE CHECKLIST

Have there been any of the following expenses this year in order to meet Iowa Registration for Day Care standards and recommendations?

--Telephone or extension line installation change

--Equipment purchased to post emergency numbers (blackboard, bulletin board, thumbtacks, cards, etc.)

--Equipment to secure medicines and cleaners from access by a child (cabinet, child proof hooks, padlock, etc.)

--First Aid Supplies (required)
  --Bandaids
  --Adhesive tape
  --Sterile gauze pads
  --Thermometer
  --First aid supply box

--First Aid Supplies (recommended)
  --Calamine lotion
  --Syrup of ipecac
  --Bandage scissors
  --First aid chart

--Electrical Wiring Safety Costs
  --Safety caps
  --Alternate extension cords to meet safety requirements

--Safety barriers
  --Gates, etc.

--Safe outdoor play area
  --Cost, if any, for keeping outdoor play area free of litter, rubbish, flammable materials
  --Fencing, gates
  --Cost of freeing equipment of sharp, loose or pointed parts that could cause injury to a child (materials and labor)
  --Costs necessary to ensure that play areas are well drained, free from contamination caused by sewage, household drainage waste or storm water (plumbing, material or labor costs)

--Annual laboratory analysis of private water supply
  --Bacteriological analysis fee
  --Nitrate analysis fee if children under two are to be cared for
  --Mailing, insurance and packaging costs

- --Basic equipment purchased, rented, or repaired for the activity program
  - --Tricycles and riding toys
  - --Books
  - --Colors
  - --Paints
  - --Puzzles
  - --Educational toys
  - --Dolls
  - --Blocks and construction toys
  - --String materials
  - --Paper and paste
  - --Clay
  - --Scissors
  - --Sand box and sand
  - --Child-sized table and chairs
  - --Record play and records

- --Nutrition
  - --Cost of meals and snacks
  - --Dishes and utensils purchased for use of day care children (infant cups, plastic dishes, paper cups, bottles, infant feeding spoon, etc.)
  - --High chair, booster seats

- --Records
  - --Materials purchased for record keeping
  - --Cost of reproducing forms
  - --Cost of obtaining physician's statement
  - --Frame for displaying registration

- --Available dependable adult for emergencies
  - --Stand-by and/or actual costs paid for emergency care provided by this person

- --Training or education to increase child care skills
  - --Registration or tuition fees
  - --Transportation costs
  - --Books and supplies
  - --Own children's day care expenses
  - --Dues for professional organizations
  - --Cost of CDA assessment and credentialing process
  - --Magazines, pamphlets or journals on children and child care

- --Liability and medical insurance covering day care home

- --Sleeping arrangements
  - --Cost of mats, cots, or cribs
  - --Cost of required bedding

- --Miscellaneous
  - --Class "ABC" fire extinguisher
  - --Field trip costs
  - --Playpen
  - --Disposable diapers
  - --Diaper pins
  - --Cloth diapers
  - --Newspaper advertisements
  - --Mileage for transportation provided to day care children

- --Things added for special needs of handicapped children (bathroom bars, air conditioning or air purifier)

- --Indirect expenses (See IRS Publication 587)
  - --Mortgage or rent (prorated)
  - --Property taxes (prorated)
  - --Cost of small claims court to secure payment
  - --Cost of tax preparation
  - --Social security deductions (see IRS Publication 533)
  - --Utility payments (prorated)
  - --Self-employment retirement plan costs
  - --Dues for day care association
  - --Stamps, paper and envelopes for billing

Business Expense Record

The Business Expense Record (Form M) is used to record business expenses that can be substantiated by checks, receipts, etc. Record, beside "Calendar Year," the year the expenses were paid. Be sure to start a new page with the beginning of a new year.

Proper record-keeping of expenses begins with the moment of the transaction. Get a receipt and keep it. As soon as possible, record on the receipt the check number if paid by check or the word "cash" if paid by cash. Indicate on the receipt what was purchased. If the receipt is for business and personal expenses, distinguish between the two by circling or coding. For example, at a discount store you may have purchased picnic supplies and clothing items for your family, as well as glue, tape, and liquid starch for day care activities. Circle the items you bought for activities and keep the cash register tape. If there was not a receipt, note somewhere the necessary information (date, store, check number, etc.) or ask for a receipt. Finally, safeguard these receipts--they are like money. Have a regular place to put them (envelope in a purse) until they can be safely filed away.

Ideally, once a week (but at least once a month) record the receipts on the Business Expense record. If the necessary information is on the receipt, the recording should be simple. If the expense was paid by check, enter the date of the check and the check number. Provide a brief description of the expense and record the amount paid. Keep all receipts to verify the Business Expense record. (Note: this is also a perfect time to scan the checklist for expenses that might have been missed before they are forgotten or the receipt is lost, etc.)

FOOD EXPENSES

An important deduction for many day care home providers is food expense. Meals and snacks provided for the children can amount to a large sum. However, the deduction has to be substantiated with receipts.

A strict interpretation of IRS record-keeping rules suggests that separate accounting of child care food expenses be maintained. This normally involves separate purchasing and separate usage. In spite of the obvious difficulties of doing this, the IRS can require separate accounting for a food expense deduction. Anything less might not be allowed.

FORM M

BUSINESS EXPENSE RECORD

CALENDAR YEAR: ______

Date	Check #	Cash ( )	Description	Amount
			Total	

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However, it should be noted that many day care providers compute their food expense deduction by applying a percentage to the cost of the food that has been purchased for their family and the day care children, separating whenever possible those food expenses that are 100% business related. Menus of meals served and number of day care children fed per meal will help to substantiate the food expense deduction. Note that child attendance records can support meals provided.

Remember that this percentage method may not necessarily pass the scrutiny of some IRS agents but it does provide a "better-than-nothing" alternative.

The importance of keeping receipts for food purchased cannot be stressed enough. The recommended procedure is to have a completely separate accounting of child care food expenses, treating grocery expenses, as any other business expense (recording the Business Expense record, etc.).

AUTO EXPENSE

Is a personal car driven in the performance of the child care service? If so, you can take an automobile expense deduction if accurate records are kept that will substantiate the deduction.

There are two allowable methods of computing the deduction:

1. Keep track of actual operating expenses during the year. Actual expenses are gas, oil, lubricants, washing/waxing, tires, batteries, auto repairs, license, insurance, interest on auto loan, sales tax for car purchased during the year, motor club fees, etc. At the end of the year multiply these actual expenses times the business percentage (determined by dividing total day care business miles into total miles for all purposes for that vehicle). In addition, some depreciation is allowed. Because of the record-keeping required for the few number of miles usually driven, most providers choose the alternative method of computing the deduction.

2. The alternative method allows the day care home provider to apply a standard mileage rate to the business miles driven. For instance, in 1985 an individual was allowed to deduct 21 cents a mile for the first 15,000 miles of business use each year and 11 cents a mile for each succeeding mile. Unless there are unusually large car expenses and an unusually high percentage of business miles which can be proven, you would most likely want to use this second, much simpler method.

In any case, you must be able to substantiate all business miles driven. About the only way this can be done is to keep an accurate record of these miles. The Mileage Record Form (Form N) is largely self-explanatory. For each business trip, record the date, the beginning and ending odometer reading, the miles driven, the destination, and the purpose of the trip. At the end of the year, total the miles driven and use this figure for auto expense computation.

FORM N

MILEAGE RECORD

CALENDAR YEAR: ______

Date	Beginning Mileage	Ending Mileage	Miles Driven	Destination	Purpose of Trip

TOTAL MILES DRIVEN

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BUSINESS USE OF THE HOME

Family day care homes are exempt from an "exclusive use" test (requiring that only areas of the home used exclusively for business would qualify for the business use of home deduction).

The provider SHOULD claim a deduction for depreciation of house and furnishings, interest on home mortgage, rent (if applicable), property taxes, utilities, cable, homeowner's insurance, garbage, and telephone based upon a time/share percentage. Consult IRS Publication 587 for determining this time/share percentage.

Expense Summary

The Expense Summary (Form O) provides for year-end classification and totaling of all business expenses. Typical classifications are preprinted on the form. Others may be added as appropriate. The primary sources of information will be the Business Expense Record and the Mileage Record.

1. Business Expense Record: Look through the expenses which have been recorded. Classify expenses by type, and record the total for each group on the Expense Summary. If the list of expenses is long, group totaling can be simplified by penciling in an appropriate code beside each recorded amount (food - F, toys - T, capital expenditures those costing more than $100 and having a useful life of more than 1 year - CP, etc.). Now total the expenses recorded on the summary form. This figure should agree with the total of expenses recorded on the Business Expense record.

2. Mileage Record: If using the standard mileage rates to determine auto expense deduction, multiply those rates by the appropriate number of miles recorded on the Mileage Record. Check with the latest tax publications to determine the currently allowable rates and the number of miles to which they apply.

While these two forms should provide most deductible expenses, take care that others of a different nature are not passed over (business in the home deduction, for instance). Review again the Checklist of Possible Deductible Expenses. Refer to yearly tax publications as necessary. Once all business expenses have been included and summarized, total each classification to determine the total expense for the year.

LIABILITY INSURANCE

In most cases existing homeowner's or tenant's insurance does not provide liability coverage for a family home child care business.

Because liability insurance rates have increased substantially, it is important to consult a number of insurance agencies to compare rates. Insurance may be less costly when an association sponsors a group plan for its members. For more information on this type of liability insurance contact:

Iowa Commission on Children, Youth and Families
523 East 12th Street
Des Moines, IA 50319

FORM O

EXPENSE SUMMARY

CALENDAR YEAR: ______

Expense Categories	Amount
Food Expense	
Automobile Expense	
Toy Purchases and Toy Repairs	
Spot Labor	
General Supplies	
Record Keeping Expense	
Business in the Home Expense (itemized below)	
TOTAL EXPENSES	

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Polk County Child Care Resource Center
P.O. Box 756
Des Moines, IA 50303

A Family Day Care Home Provider Association in your area

County Extension Office
(see local phone directory listed under either Name of County County Extension Office or Extension Service, ISU.)

Department of Human Services Office

OTHER SOURCES OF TAX AND INSURANCE INFORMATION

Coping with income tax forms is difficult. IRS publications can help. Remember that others are in the same position. Ask questions of other providers, family day care associations, a competent tax preparer, the IRS, or all of the above.

To contact the IRS Des Moines you may call 283-0523; outside of Des Moines call 1-800-424-1040. You may write to:

Internal Revenue Service
Old Federal Building
15th & Dodge
Omaha, NE 68102
Phone: 402-221-4001

IRS Publication #	Title
503	Child Care and Disabled Dependent Care
505	Tax Withholding and Declaration of Estimated Tax
533	Information on Self-Employment Tax
535	Tax Information on Business Expenses
548	Tax Information on Deductions for Bad Debts
552	Record-Keeping Requirements and a Guide to Tax Publications
583	Record-Keeping for a Small Business
587	Business Use of Your Home
596	Tax Benefit for Low-Income Individuals

IRS Form #/Schedule	Title
1040	U.S. Individual Income Tax Return
1040 ES	Declaration of Estimated Tax for Individuals

Sch. C	Profit (or Loss) From Business or Profession
Sch. SE	Social Security Self-Employment Tax
2441	Credit for Child Care Expenses
3468	Computation of Investment Credit
4562	Depreciation and Amortization

Small Business Administration Publications

Small Business Administration
Room 3209 Federal Building
215 North 17th Street
Omaha, NE 68102
Phone: 402-221-4691

"Getting the Facts for Income Tax Reporting" (Small Marketers Aids No. 144)

"Insurance Checklist for Small Business" (Small Marketers Aids No. 148)

"Steps in Meeting your Tax Obligations" (Small Marketers Aids No. 142)

Working with a Tax Preparer

Take a hands-on approach with your preparer, which means:

- Do the arithmetic together. Sit there and participate in the accounting, step by step.
- Ask a question as many times as you have to, until you understand the answer. Press for an explanation that makes sense to you. You may have to work to stay interested. The preparer who genuinely meets you halfway--who doesn't just answer questions but initiates educating dialogue--is particularly valuable.
- Prepare for tax time throughout the year by keeping an income/expense record.
- Check with other providers or a family day care home provider association for their recommendations.

Changes in the Tax Laws

You need to be aware that information in this section is up to date for 1986 but will need to be revised for future years to reflect changes in tax laws. Check with the IRS, your tax preparer, your family day care association or with the Child Development Training Program, Department of Child Development, Iowa State University, for supplemental information on these changes.

CHAPTER 3

YOUR HOME AS A CHILD CARE AND LEARNING ENVIRONMENT

THE MULTI-PURPOSE HOME

Family day care home providers have a difficult task using space as a creative, changing, warm, and safe learning environment for children and as a neat, orderly home for family living. It is unfair to children if their day is spent in a "hands-off", "don't-touch", "don't-make-a-mess" setting. It is equally unfair to expect providers and their families to live continually in a child's world. The solution, particularly for providers without extra rooms may be to 1) have materials carefully organized and stored, and 2) teach children to help take out and store away materials and transform the room back into a comfortable family setting.

The provider needs to prepare her home for young children before children start coming on a regular basis. The home should be clean, safe, and arranged with children in mind. Children will enjoy the home more if there are special places for them to play and work; if adequate materials, equipment and toys are available; and if they are permitted to use most objects which are out in the open.

If infants (children in the first year of life) and/or toddlers (children in the second year) are cared for, some additional environmental changes will be necessary. See Chapter 5 for special ways to prepare space and activities for these youngest children, in addition to the appropriate suggestions below.

Preparing a Home to Encourage Independence

Children become independent as they learn to take care of themselves. If a home is arranged for children as well as adults, children can do things for themselves. Learning to care for oneself is an important part of a child's development.

To help children take care of themselves:

- Provide a low coat rack or hooks where children can hang up their own.
- Provide a box or divided shelf for each child's belongings. A personal place helps children feel important and gives them a place to keep pictures, toys and other things of their own. Put the child's name on her or his special space. Having a "very own" place is important when a child is in someone else's home all day, and has to share almost everything.

- Arrange toys and books on low shelves where children can reach and put them away. Rotate the toys so that children don't tire of them. An old toy can seem like a new toy if it has been stored for awhile.

- Provide a short, sturdy stool or box for children to stand safely on to reach the sink. Then children can wash their hands or get a drink of water. Children should be able to reach soap, towels, and cups.

- Be sure children can easily reach toilet paper while sitting on the toilet stool or potty chair.

- Provide disposable water drinking cups, or a plastic cup with each child's name or symbol painted on it for that child only to use. If you use cups which are not disposable, wash them after each child's use.

- If you or parents provide combs, brushes, and toothbrushes, these could be hung on cup hooks, or stored upright in slots in a shoebox. All such items should be labeled with children's names or a symbol which they, as well as you, can recognize.

- Keep a sponge, hand broom, and dustpan handy so children can reach the equipment to clean up spills.

- Provide child-sized chairs and a small table for children. A table can be made by attaching legs onto a piece of plywood or paneling cut to desired size. Small chairs can be purchased cheaply at garage sales, flea markets, school sales, and discount stores.

- Hang a mirror at children's level so they can see themselves.

- Provide a bulletin board where children can hang their work at children's eye level. The back of a bookcase or door can be used as a display area, using tape or pins.

Preparing a Home for Learning through Play

Preparing the home as a high quality learning environment for a group of children requires, not only an understanding of the way children learn, but an imagination and a willingness to try alternatives.

One method is to divide the space into areas for different activities. A part of the kitchen, living room, hallway, or corners of any room can be made into learning areas. The space behind a couch may be a quiet reading space. A back bedroom could be an area for motor play. Areas can be as permanent or temporary as the home allows. Putting on a special tablecloth can signal this table is now a game area. A sign, a blanket, or a quick turn of a chair can signal a change to children. Pillows in a corner or carpet samples on the floor can mean a group activity. A coatrack with dress-up clothes can turn the same corner into a dramatic play area. Materials for a particular activity can be stored together. For example, a plastic tablecloth, scissors, paste, glue, and things to cut can be kept in a box and taken out to transform an early morning game table into an after-nap art table.

There are many activities that are tried and true. Children develop skills, gain basic knowledge, and feel excited about creating and learning when they have these experiences over and over again. Think about how and where you can arrange to provide the following activities on a regular basis.

Creative Play

A creative play area should include a child-sized table or coffee table at the right height for children to cut and paste or use puzzles. The kitchen table can be a creative area to work with play dough, finger paint, or work with bread or cookie dough. Reserve one shelf in a low cupboard for paper, paint, crayons, scissors, and paste; then children can get materials by themselves.

"Messy" Play

Some of the most important learning of young children takes place with materials like sand, water, gravel, and just about anything that can be poured, sifted, measured, shaped, swirled, or simply felt. Children learn how the world feels and works by experimenting and playing with different substances.

Water--plain, soapy, or colored--and funnels, cups, pots, egg-beaters, and measuring cups can be played with in a bathtub, dishpan, plastic wading pool, or an old washtub placed on a drop cloth to minimize mess. Water play is important enough that the provider should find a way to adapt her home so it can happen.

Small Motor Play

Many things should be available to finger and manipulate. Buttons or nuts and bolts can be sorted. Beads and sewing cards can be strung and unstrung. These activities are called "small muscle" or "fine motor", or "small motor" activities. A small muscle play area could be in one area of the living room, play room, kitchen, or bedroom. Toys such as stacking blocks, puzzles, rings, and pegs, are important to include in this area. Materials could be kept in containers on an open shelf for easy access and visibility as well as clean-up.

Quiet Play

Every home should have a quiet place where children can sit and draw, read, or talk to each other or a doll, away from the noisy play area. A quiet area may be no more than a child-sized table and a chair or floor pillow in a corner. Children like to be near adults and other children. You might have quiet area activities in the kitchen so that you are able to be with children as you prepare snacks and lunch.

Privacy is important for children who spend a long day with others. Children love little nooks and alcoves. Semi-hidden spaces can be created with an empty cardboard box, a blanket over a table, or space behind a chair in a corner.

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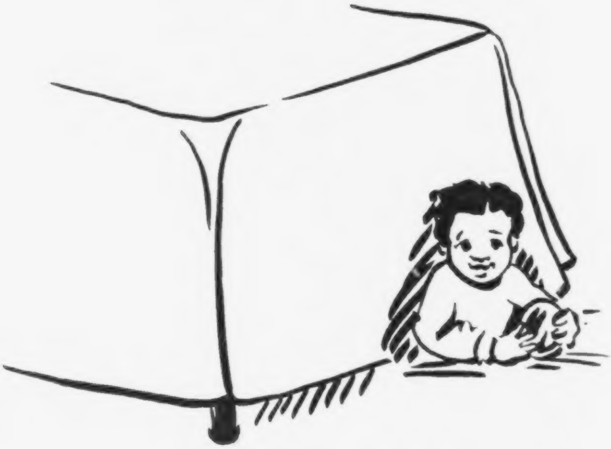


Dramatic Play

Children learn from being with each other and acting out real-life situations. A place where children can play house, store, or office encourages them to communicate with each other. Child-sized tables and chairs could be included, along with crates or cardboard boxes, for desks, cars, cupboards, trains, refrigerators, or stoves. Dress-up items such as shoes, pants, hats, shirts, dresses, and aprons would facilitate play (rummage sales are great sources for these). Housekeeping equipment such as dishes, pots, cleaning equipment, office or store furnishings, add possibilities. Monday's store could be Tuesday's hospital, Wednesday's house, and Thursday's gas station. You can collect materials for each type of theme play in its own "prop box." Then when children are interested in camping, for example, you can bring out the box with a canteen, backpack, and old cook set in it.

Active Play

Children need room to develop physical skills and a place to be noisy sometimes. A place for both indoor and outdoor active play is necessary.

Some providers do not have fenced yards and do very well with close-by parks or small courtyards. Climbing bars, a tree to climb, swings, slides, and a balance beam can be included for active play. In fact, anything you can furnish that will allow children to climb in and up, to jump, to balance, or to move in challenging ways, will be helpful. Two-by-fours, planks, ladders, plastic milk crates, saw horses or logs can turn a yard into a fantastic, changeable playground. Sandbox play, waterplay, and gardening are good outdoor activities.

For safety's sake, swings with canvas strap seats or tire swings are preferable. Children are usually aware of their own limits, but very unaware of how their actions might affect others. Children must be taught that crowding or pushing can cause accidents.

Eating

Day care home providers need a place where the children can eat meals and snacks. Children can be seated at the kitchen table. Small children will need booster seats, or they can sit at a child-sized table and chairs where they will be more comfortable.

Sleeping Area

Many children need naps. You should arrange places for children to sleep. The family beds can be used, but each child should have his or her own sheets and blanket. To maintain the privacy of family beds however, you may want to purchase large-sized bath towels, two for each child, one to use as a sheet and one as a blanket. Each child could have her own color, thus reducing mix-ups. Couches, floor pads, or mats can also be used for sleeping areas.

Using Television in a Day Care Home

It is a temptation to use television as an "assistant caregiver." Television can be helpful for providers, but should be used sparingly and carefully. TV can be a tool for learning only under constant supervision. Otherwise television is likely to be a destructive pacifier. The following are suggestions for using TV.

- Turn the television on only if it is to have an active, meaningful role in the day's schedule. If no child is watching, the television should be turned off. Do not keep the TV turned on all the time.

- Select the time and programs carefully if television is used. Children can be quieted by nearly everything, but few shows help them learn what providers and parents want them to learn. Some of the better educational programs are "Mr. Rogers", "Polka Dot Door", "Sesame Street", and shows of a similar nature.

- Most cartoons are too violent and full of misconceptions for young children. Situation comedies show models of behavior and ideas many parents would not approve, and "soap operas" are clearly only for adults.

- Encourage children to respond to and to think about what they are watching. Your discussion and ability to listen to the children can make television viewing a source of additional learning.

- Patient, caring adults are far more effective teachers than a television set. So are good toys and equipment with which children can really do something.

DAY CARE TOYS AND EQUIPMENT

Once you have mapped out your home with different play areas, you should assess the equipment you already have and decide what you need. It is not necessary to begin with everything. Additional equipment and materials can be acquired as time and money permit. The following list may serve as a guide:

Indoor Equipment

- Books
- Puzzles
- Blocks
- Stacking rings
- Play telephones
- Peg boards and pegs
- Wooden bead and strings
- Shape box
- Stapler
- Paper punch
- Washable watercolor felt pens
- Clay and play dough
- Paste and glue
- Easel, paint, and brushes
- Paper of different colors, sizes and textures
- Jumbo crayons
- Cellophane tape and masking tape
- Record player and records
- Drums, cymbals, bells
- Rubber balls
- Small rubber balls
- Large rubber balls
- Beach ball
- Tinker toys
- Hand puppets
- Puppet stage (This can be made from a cardboard box)
- Magnets
- Magnifying glasses
- Chalk and chalkboard
- Metal blackboard and magnetic alphabet
- Play telephones
- Dress-up clothes-hats, dresses shoes, ties, men's jackets, pants
- Toy doctor's and nurse's kits
- Old suitcase
- Boxes and cans for "store"
- Miniature animals and people
- Small dolls
- Dolls, clothes, and bedding
- Stuffed toys (washable)
- Child-sized sink, stove, small refrigerator, doll bed, small table and chairs
- Trucks and cars
- Pull toys of various kinds, especially a cart
- Large cardboard boxes
- Water play toys - dish pan, egg beater, measuring spoons, pans
- Hammer, screwdriver, pliers, drill, saw, nails, scrap wood
- Large nuts and bolts

Furniture

- Child-sized tables and chairs
- Open shelves
- Individual cots or mats for sleeping
- Coat rack or hooks
- Bookshelf
- Child-sized rocking chair
- Bulletin boards
- Sheets and blankets for each child

Outdoor Equipment

- Sandbox and sand toys
- Buckets, spoons, and shovels
- Large rubber tires or inflated inner tubes to jump on
- Slide, swings and climbing bar
- Balance boards (2 x 4s)
- Tricycles and wagons
- Tree stumps or logs to climb or hammer nails into
- Wooden boxes and barrels to climb in and on
- Cardboard boxes

Wood and tools for woodworking
Boards for construction

Picnic table or folding table

Acquiring Materials

You can acquire materials and equipment for your day care business in different ways. You can buy new goods and supplies, or you can look carefully at second-hand stores, auctions, rummage sales, and flea markets. Read the want ads in the newspaper or local advertiser paper. You can advertise: "Wanted by registered day care home, tricycle and wagon." You can search for free things and scraps, explaining your purpose to local merchants. You can save many household items you used to throw away and ask neighbors to do likewise. Get the parents of your day care children involved in these projects, too. Professional caregivers of young children have a proud tradition of turning "junk" into creative play for children.

You may decide to make and build some of your equipment. Building an outdoor climber, for example, can be a nice project for your family and parents of day care. Games and manipulative toys can be made of scrap materials. Below we list a few ideas. The reference list at the back of this book can lead you to sources and instructions.

Before buying anything, carefully assess which items are essential, which can wait, and which items can be built or acquired without purchasing them. Why purchase expensive books if the library will loan out a dozen different books weekly? Some child care resource and referral programs loan out toys and books (see Chapter 10 for additional information).

Purchasing Equipment

If you decide to purchase toys and equipment, you will want to make certain that they are safe and appropriate for children. Sturdily built wooden or rubber toys with few moving parts are good buys because, even though they cost more, they last longer and are less likely to break or fall apart. Avoid purchasing cheaply made hard plastic, glass or thin metal toys. Buy toys appropriate for the age of the children being cared for. Many toys have recommended age levels. Use these guides. Be sure to read further in this book about children of different ages, their needs and interests. Caring for infants and toddlers requires a special inventory.

Possibly the best and most versatile toy a provider can buy is a good set of wooden blocks. If you can afford it, buy a set with many pieces so that more than one child can play with them at the same time. Children 6 months to 12 years like to play with blocks. Blocks are a very creative and educational toy because children can use them in many different ways. Other toys designed to teach relationships, shapes or size concepts are stacking rings, blocks, pegs and peg boards, and puzzles. Play telephones are good toys; they encourage language development.

Here are questions to ask when deciding which toys to buy:

Is the toy safe?

Will the children like it?

Is it easy to clean?

Can I make it for less money than I can buy it for?

Will the toy last?

Is it right for the children in my home?

Will it help children learn?

Can I buy a more useful toy for the same money?

Do I have something at home that is similar and for the same kind of play?

Do I need more of these for the number and ages of children in my home?

Here are some safety precautions to remember when buying and using toys:

- Toys with glass parts, such as cars with glass windows or glass dishes are potential dangers.
- Avoid stuffed toys and puppets with button-type eyes or similar ornaments that can fall out or be removed. These small parts are easily swallowed by curious children who also seem to delight in placing them in their own ears, noses and eyes. Check any stuffed toys for loose parts and remove these parts. Toys that produce loud noises, such as cap pistols, fray adults' nerves and can damage hearing.
- Select stuffed toys that are completely machine washable. Infant toys must be cleaned often.
- Electrical toys, such as irons or stoves, are not recommended. They are often unsafe and require constant supervision.
- Toys with sharp edges or which appear brittle and breakable are neither good buys nor are they safe.

To children a toy is anything fun to play with. The box may be a better toy than the shiny, expensive item inside. Always be on the lookout for unusual and free materials.

Free Materials for the Day Care Home

- Computer paper: Often it is free, if you ask, from businesses and agencies. It can be used for drawing and craft paper.
- Butcher paper or freezer wrap: These products are useful for fingerpainting and painting long murals by several children, also for handmade gift wrap. Merchants may charge a fee for it.
- Paper-rolls: Ends of newsprint can be obtained from most newspaper companies or paper companies. Merchants who use wrapping paper are a good source.

- Wood Scraps: Most lumberyards and some construction companies have scrap piles. These are filled with odd materials which you can sometimes have for the asking. Plywood is difficult for children to work with. Woods such as white pine, cedar, or spruce are especially desirable for young children's woodworking.

- Wallpaper books and color chips: These might be obtained from paint or floor covering stores. Use for making collages, place mats, etc.

- Display Pictures: Grocery stores will often give away used pictures of food displays. Photography, sporting goods, and drug stores often have interesting displays.

- Film Cans: Ask a local photographer about sources. Use in sound games, for paste jars, to stack and count, etc.

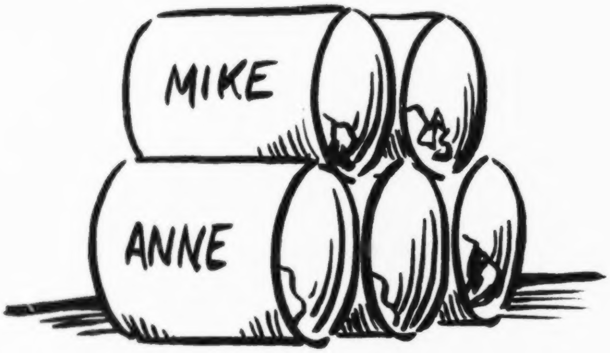
- Magazines and Catalogues: Companies, clinics, and agencies often have magazines and catalogues they will donate when they are outdated.

- Carpet Remnants or Samples: Carpet and rug companies usually sell these at low cost. Use for sitting mats, floor coverings, and play.

- Telephones: Telephone companies or phone stores sometimes have junk phones to give away. They can be used for dramatic play as well as for learning how the telephones work.

- Steering Wheels: Automobile wrecking companies will often give extras away. Use in dramatic play.

- Three gallon ice cream containers: Obtain from ice cream stores - use for storage, space helmets, waste paper baskets or individual storage bins for children's belongings.



- Cardboard boxes are among the best free play equipment. A diagonally-cut cardboard box makes a good tabletop easel. Boxes can be stacked, rearranged, used as cities or costumes, made into a play car or boat, for example. A shoe box or cardboard carton can be sealed with tape, then a hole, or holes of different shapes, can be cut into the top for a bean bag or clothespin-drop target. Small boxes make good doll beds, and can be used to store "kits" of materials that go together. Many such cartons, taped, become building blocks. Large crates, from furniture and appliance stores, stimulate creative outdoor play. They will make a playhouse, hospital, ambulance, moving van, store, or puppet theater. Into such a crate, lying on its side, various shaped holes can be cut - big enough for children to crawl through. Most cardboard box activities provide excellent large muscle development play.

Things to Save

Here are some ideas for things around the house that you might wish to save and ways to use some of these materials.

From the Kitchen	Possible Uses
Beans and seeds	Bean bag, growing experiments
Plastic napkin rings	Teething rings
Plastic salt shakers	Rattles
Plastic shaker spice jars	Sprinkle crafts, sand play
Plastic bowls and tumblers	Nesting toys
Plastic sponges	Bath toys, painting
Wooden bowls and spoons	Banging toys, sand play
Milk Cartons	Rattles, blocks, bowling game
Cereal cartons	Drums, stacking toys, playing store
Plastic meat trays	Sewing cards, crafts
Cooking pans	Domestic play
Flour sifter	Cooking activities, sand play
Funnels	Water play
Plastic squirt bottles and pump bottles	Water play
Soap flakes	Bubbles
Paper bags	Hats, masks, puppets
Muffin tins	Counting games, play store
Egg cartons	Counting games, play store, also planting seeds, craft activities
Food coloring	Cooking, paint
Macaroni	Stringing necklaces, pasting

Paper plates	Hats, sewing, pasting
Corks	Animals, boats to float
Straws	Sorting, pasting, blowing bubbles
Popsickle sticks	Boats, paste sticks, construction
Plastic lids	Key chains, bracelets, paste or paint dishes

From the Sewing Room and Laundry	Possible Uses
Plastic Needles	Sewing cloth or cards
Elastic	Dangle toys, doll clothes
String, yarn, etc.	Sewing, collages, stringing games
Buttons	Sewing, stringing, sorting, counting, play money
Fabric pieces	Touching, sorting, doll clothes, pasting collages, making roads
Plastic bleach jug	Scoops, buckets for sand play, bird feeders
Tape measure	Measuring children, furniture
Clothespins	Manipulative play, small dolls, target games
Spools	Dangle toys, stringing, counting, sorting various sizes and colors

From the Bedroom or Clothes Closet	Possible Uses
Jewelry	Dangle toys, dressing up
Cotton socks	Balls, dolls
Shoe laces	Stringing beads, practicing lacing shoes, sewing cards
Pieces of fur	Animal, hats, texture games
Gloves	Puppet heads, dress-up

Men and women's clothing	Dress-up play
Scarves	Dancing, doll clothes
Feathers	Hats, bird games, pasting, collage
Handbags	Doll bags, dress-up
Nylon stockings	Wigs, doll hair, stuffing
Lipstick, rouge, etc.	Playing grown-up, circus

From the Home in General	Possible Uses
Paper clips	Necklaces, manipulative toys
Tissue and wrapping paper	Paint, collage
Poker chips	Stacking, building, counting
Cellophane tape	Crafts, hats, pictures,
Playing cards	Building, card games
Pipe cleaners	Animals, bubble blowers
All art media: crayons, paste or glue, pencils, felt pens, paper, scissors	Creative activities, construction projects
Towels	Cuddly toys, wash cloth
Holiday cards, gift wrap	Cutting, small puzzles
Magazines and catalogs	Scrapbooks, designs
Film spools and reels	Wheels, making pulleys
Brushes	Water play, painting
Cardboard rolls	Counting games, telescopes, talking tubes
Small tools, bolts, nuts	Manipulation, construction
Rope and wire	Knots for climbing, mobiles, sculpture
Clocks	Numbers, mechanical experimentation
Stones, rocks, pinecones acorns	Games, collections, science exploration

PREPARING A SAFE HOME

Department of Human Service regulations state that the family day care home should be safe, sanitary, free of hazards and must have a telephone. To make sure your home is safe before children arrive you should:

- Make a list of emergency phone numbers and post it by the telephone. Include fire department, poison control center, police department, local hospital, doctor's phone number, any "911" or other emergency services and work phone numbers.

- Childproof the day care home. Make all medicines and cleaners inaccessible to children, high up in locked cupboards.

- Gather first aid supplies. Keep them in one place, handy. The kit should include:

  Bandaids of various sizes
  Needle
  Adhesive tape - 1/2" and 1"
  Sterile gauze pads
  Roll gauze
  Thermometer
  Calamine lotion for insect bites
  Bandage scissors
  Safety pins
  Tweezers
  Cotton balls
  Petroleum jelly
  Antibacterial soap
  Alcohol
  Syrup of Ipacac (use only under doctor's advice for vomiting)

- Post a first aid chart in an accessible location for quick referral.

- Have handy a blanket, flashlight, ice pack, hot water bottle.

- Check your day care home for safe electrical wiring and safety cap all outlets. Be sure electric cords are out of children's way.

- Provide safety barriers, firmly anchored, at all stairways. Barriers can be folding plastic or heavy fabric. Gates should not be the traditional criss-cross wood gates which have been found to cause serious accidents to young children. (New version with much smaller spaces between slats is now on the market.)

- Know your traffic hazards. Fencing is always advisable, enclosing the outdoor play area or at least guarding the street side. Children should be carefully supervised outdoors at all times.

- Recognize that day care services can be targeted by dangerous adults. Therefore, sidewalk play must be supervised constantly.

- Make sure the outdoor play area is free from litter, glass, rubbish, and flammable materials. Children should not have access to a garage area where such things are stored. Trash should be stored away from the play area.

- Anchor permanent outdoor equipment firmly. Equipment should be free of sharp, loose, or pointed parts. Ropes and water pools or tubs should be used only when you are watching, and then stored away from children.

- Grass, sand, gravel, or wood chips under large climbing equipment, swings, slides, etc., provide good drainage and help prevent falls from causing serious injuries.
- If your day care home has a private water supply, obtain a laboratory analysis to determine bacteriological content. A nitrate analysis should also be done when children under the age of two are cared for. Forms and containers for a lab analysis may be obtained from the State Hygenic Laboratory, Iowa City, Iowa 52242, or from the local health department. There is a fee for both tests. A copy of the report should be kept on file in the day care home.
- Make sure that safety plans to be used in case of fire, tornado, or blizzard are carefully thought out and that all adults, including day care parents, know them. Write plans out and post them.

KEEPING CHILDREN SAFE EVERY DAY

After you start a day care home, keeping children safe is the number one priority. More children die from accidents each year than from any other cause. Accidents leave more children crippled than do diseases. Most accidents can be prevented if more care is taken. Look around your day care home from time to time to make sure it is always a safe place for young children.

Children are curious. Usually, they have little sense of danger. Do not tempt children by leaving dangerous objects around to feel, taste, or play with. Never leave a child alone in the house. Here are a few guidelines for keeping children safe.

Preventing Falls and Falling Objects

- Check tables, chairs, and shelving to be sure children cannot cause them to topple.
- Check for and tie up high, hanging cords such as those on draperies or blinds, vines, or dresser scarves that children might tug. Be sure electric cords to lamps and appliances are up and out of the way.
- Keep unused rooms, basement, and attic, etc., locked when children are in your home.
- Be sure clotheslines are high and away from children.
- Fix upstairs windows with guard bars or very sturdy, locked screens.
- Place heavy items (like an iron) out of a child's reach.
- Teach children where to climb and where not to. Shelves or counters are not for climbing.
- Make sure steps have tread mats or carpet to prevent slipping, and a handrail children can reach.
- Do not use small rugs which may slip.

- Wipe spills from the floors immediately.

Preventing Poisoning

- Make it clear that medicine is not "candy". Children may be attracted to colored or sweet-flavored medicine.

- Flush old medicines down the toilet.

- Put medicines away immediately after use in high, locked, or otherwise child-inaccessible space.

- Teach children not to taste things like berries, roots, plants, pills or tablets without your permission.

- Teach children not to mouth house plants of any kind. Keep them out of reach of infants and toddlers. Houseplants such as dumbcane, cyclamen, culla, castor beans, caladium, elephant's ear, some philodendrons and crown of thorns, have poisonous parts. Nearly all Christmas season plants: holly, Jerusalem cherry, mistletoe and poinsettia can cause poison reactions. Do not keep any of these plants in areas used by young children.

- Outdoor plants to avoid are things like nightshade, raw rhubarb leaves, larkspur delphinium, lily-of-the-valley, hydrangea, buttercups, jimsonweed and milkweed sap.

- Keep cigarettes, cigarette butts, and all tobacco products away from children. Tobacco is poisonous when eaten.

- In any area used by children, lock away perfumes and cosmetics, and other drug products.

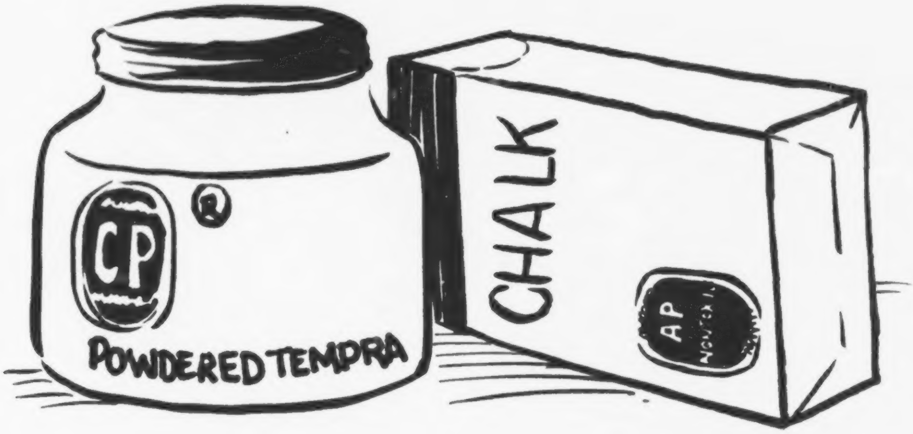
- Cleaning materials, kerosene, gasoline, paint thinner, hair waving solutions or poisons should not be stored in food or beverage containers nor stored in areas used by children.

- Dispose of chemicals, rat poison and insect poisons as soon as possible. Do not leave insect poison containers around or under furniture. Do not spray while children are there or just before they arrive.

- Read directions and caution warnings on drugs, cosmetics and chemicals and follow instructions.

- Use paint that does not contain lead. Lead is poison and some children have a habit of chewing on painted materials. Always use unleaded paint in your home. Make sure all painted toys, cribs, and child furniture are free of lead.

- Check toys and materials you buy to be sure they contain nonotoxic, non-poisonous materials. Look for the "CP" or "AP" seal, signifying safe art material for children.



Preventing Choking and Suffocation

Feed young children only what they can chew and swallow easily. Nuts, ring-shaped and hard candy, popcorn, pretzels and raw carrots should be avoided. Hot dogs cut into round slices are the number one cause of food choking in young children. Be sure hot dog or sausage pieces are cut into small bites. Eating time should be kept calm. Silliness should be discouraged while eating. Good chewing may have to be taught to young children.

Plastic bags, dry-cleaning bags, even bread sacks, are well-known hazards. Destroy them or keep them out of reach of children.

Remove the doors on old ice boxes, refrigerators and trunk lids or doors of junk cars that may be in the area. Children love to hide in them. Suffocation can result.

Preventing Burns

- Be careful not to leave lighters and matches where children can reach them. Keep matches in high cupboards.
- Screen your fireplaces and heaters. Never leave a child alone in a room with an open fire or heater.
- Guard hot radiators or heating stoves.
- Replace electric cords and equipment when they show wear.
- Keep pans and pots back on the stove where children can't reach them. Turn pot handles to the back.

Preventing Drowning

- Don't leave a child alone in the bathtub or with water play. Children can drown in two or three inches of water.

- Keep your eye on your children every minute you are at a beach, swimming pool, or creek. When swimming, don't take the responsibility for more than two or three children and let nothing distract you.

- Keep playing children away from ponds, swimming pools, storm sewers, excavations, wading pools, and deep puddles.

- Be sure wells and cisterns are protected, covered, and child proof.

Preventing Injuries in and by Automobiles

- Always use seatbelts for children and yourself, and state-approved car seats with infants and very young children when transporting by car.

- Teach children to stay out of the street and never allow them to play in or near a driveway or alley. Teach them to stop play and get an adult if toys roll in the street or driveway.

Preventing Other Home Hazards

- Do not use cleaning fluid, paints, ammonia, strong bleach, or chemicals in spray cans while children are present.

- Watch for safety around doors. Door accidents are a major source of injury to children. Be sure that no door can be locked by a child. This may mean blocking or removing all locks within the house. To close off rooms, use a latch and hook near the top of the door.

- Keep knives, pointed scissors, knitting needles and other sharp, pointed objects stored away from children.

- Smokers in the house at any time will pollute the air for children, subjecting them to the danger of weakened lungs. If you honestly can, advertise your day care service as a "NON-SMOKING HOME". Many parents who are aware of the special dangers of secondhand smoke for young children will not choose a day care service where smoking is ever allowed.

CHAPTER 4
THE PARENTS AND YOU

Families are the most important people in children's lives. One of the first and best things you can do to make your job easier is to establish and maintain a good working relationship with children's families.

Families come in many different forms. Providers should be prepared to understand the special conditions of each family because these insights help a great deal in caring for each child. Most families have one or two parents, people who are related by birth or adoption, and have legal responsibility for the child. Some children are being raised by other relatives or in some other family setting. For our purposes in this book, "family" means any adult or adults living together who have assumed the responsibility for nurturing, teaching, socializing -- in general, raising -- a child in good health. These adults take the role of "parent" and are included in that group as we discuss families.

Parents are children's primary teachers, counselors, models, and caregivers. They are important to the child's past, present, and future, and their behavior will have lifelong effects.

Providing family day care means sharing child rearing with parents -- supporting them, not replacing them. It is essential that the provider establish a good relationship with the parents of the child as well as with the child. Children benefit from consistent care. The more parents and provider agree on similar supportive child care practices and care routines, the more stable and secure the child's world will be.

The relationship between the day care home provider and the parents will influence the way the children feel about themselves. If the relationship is a poor one, the child may feel uncomfortable and unwanted. If the relationship is a warm and friendly one, the chances are good that the child will feel comfortable and welcome in the home. Do all you can to develop friendship and trust with the parents. Build a warm relationship by being courteous to parents and assuring them that their child is welcome in your home.

The relationship between the day care home provider and the parents can be improved by sharing the joy of the young child's progress. It not only makes you feel good, but it makes the parents feel good about leaving their child in your home. The parents can share experiences and support child skills developed in your home. For example, if the child has begun to say the word "doggie" in the day care home, the parents can talk about dogs at home. This kind of sharing allows the parents to feel like a part of the day care experience.

Working mothers or student mothers have a difficult time in our society. They are often made to feel guilty about leaving their child in another person's care while they are on the job or in school. It is important that parents know that even though they are not with the child, the child is getting good care, and that the child loves them and misses them. The provider should never give the mother the impression that she is trying to replace her. You should do what you can to help the parents feel good and confident about their role as parents.

Here are some other suggestions to help strengthen your important relationship with families:

- Consider parents' wishes about care routines, and report back on preferences, toileting and toilet training, and sleep schedules. Consistency between day care home and home care helps children, especially infants and toddlers, adjust to shared care. Consulting with parents also gives them a sense of retaining control over their children, and this, is important.
- Consult parents about your plans for day care service. Ask advice, for example, about where to buy some new fencing cheaply, or how to prepare a child's favorite foods.
- Involve parents in projects for day care if they are interested. Ask them to save items such as clean plastic squirt bottles and newspapers for your activities.
- Ask parents to share the richness and rituals of their family's cultural heritage with you, so you can bring these ideas, foods, songs, etc. more fully into your day care day with children.
- Encourage parents to call from work and speak with you, or their child. Explain when to avoid calling, at your busiest times, when it's difficult to be attentive to a phone call without neglecting children. Set up times convenient for both you and the parent, for phone calls.
- Send an occasional note home with the child describing a particular accomplishment such as, "Theresa helped me feed little Jerry this noon. They both enjoyed it and so did I!"

Daily separation from children is hard on parents, especially first-time parents, and parents of infants. Parents feel they may miss the chance to observe the almost daily developmental changes that young children make. Parents especially don't want to miss the "firsts" -- first step, first word, first ride on a two-wheel bike. Any way you can find to share children's daily activities and news will be welcome.

The day care home provider serves her participant families in many ways. Besides loving care for the children, you can also provide information and resources to parents. You can help parents feel secure and confident, giving them praise and support. Thus your work contributes strength and new ideas to these families. Your example can also give parents some new techniques for child care and for helping children learn in a home setting.

BUILDING THE CHILD'S IMAGE OF PARENTS

Say nice things to children about their parents. Try to strengthen the child's feelings about her or his own home. All comments you make to children about their parents should be positive. Any negative comments may confuse or make the child unhappy. Even though you may not agree with the lifestyle of the child's parents, you should never discuss it with the child, neighbors, friends or relatives. The child may overhear negative comments, or have them repeated to her or him even if the remarks are made privately to friends or told as a joke. For example, a child overheard a day care home provider complain about the child's mother buying a new car and yet failing to pay for day care services. This made the child feel that she wasn't as important as her mother's new car. Keep information confidential and do not make or voice judgments about the child's parents or their personal matters.

HANDLING COMPLAINTS

Complaints from and disagreements with parents do come up. Parents are very biased in favor of their own children. That's as it should be. Sometimes this bias leads to hasty judgments. If the relationship between parents and provider is good and communication is open, problems will be solvable. Sharing the care of children is not easy. There are many ways to do things. Parents and providers will not always agree.

Parents of day care children often worry about the quality of care the children are receiving in the day care home. Listen to the complaint. Try not to become immediately defensive. Sometimes only a misunderstanding is at the bottom of it. Listen carefully until you discover what it is the parent is explaining. Try to understand the feelings of the parent along with the words, and accept those feelings.

Providers have much to learn from parents. Parents are experts about their children. The concerns of parents can help you improve your service. For example, a mother may think her child was left too long during the day in wet diapers. Maybe diaper rash has developed. You suggest to the mother that you want to solve the problem too. How about sharing your information? How often do they change the baby at home? What procedures do they use? You can explain when and how you change and wash the baby at your house, asking the mother if she thinks another way would work better. You confer about alternatives: what else could you both be doing to make the baby more comfortable? Consult a physician? Get medication? Change to a new type of diaper? Have the baby go diaperless for a few days? Together, you and the mother should decide what to do and should keep checking with one another. Always remember the goal is to solve the problem, and your mutual interest is the child's comfort.

Sometimes the best approach is for the day care home provider simply to listen and let the child's parent get the problem off her or his mind. Try to learn something from the complaint. If you cannot agree with the parent, you should explain your point of view and try to reach a compromise. Whatever you do, do not resort to blaming and name-calling. Keep yourself and the parent centered on the problem and your shared interest in the child.

The day care home provider may also have a complaint. If so, discuss the issue openly with the parents. The concern should not be ignored or forgotten, but brought to the parents' attention in a polite and helpful manner. For example, you may be worried about a child always being tired. Avoid making a statement such as, "You did not put Billy to bed early enough last night". You don't want to suggest that parents are not doing a good job. Rather, you could say, "Billy seems to be more tired than usual lately. Is he getting enough sleep?"

Of course the best solution to problems is to prevent them. Careful work with parents in the very beginning of your relationship will help. Using and discussing the agreement and permission forms, given in Chapter 2, at the time a child enters will give you both a basis for written acceptance of your policies and procedures. Intake and child health records aid you in making sure that diet, cultural, or religious stipulations are always met. Refer back to these written commitments, to remind yourself and parents of your agreements about fees and payment schedules, medical treatments, feeding and care routines. Keeping parents posted on daily happenings and asking their advice before a problem arises are also good prevention techniques.

Remember that you are caring for the child at the request of the parents. Parents want and need to remain the most important persons in their children's lives. You are accountable to the parents and need to work closely with them.

Let parents know that they are doing a good job. In calling attention to positive things that the parents do, be honest and sincere. You can always find good things if you look for them. Find parental strengths often and support them. Help parents feel good about talking with you and sharing their child's care.

CHAPTER 5
THE CHILDREN AND YOU

Children are marvelously complex people. Understanding them takes insight, patience and lots of careful observation. Children experience the world differently at different points in their development. The younger the children, the more their thinking and feelings are different from those of adults.

Understanding very young children and communicating with them so they understand is a great skill. Good communication with children requires all the knowledge, experiences and intelligence we have. Giving children understanding care and helping them learn about the world is difficult work. You should feel very proud and important for doing it well.

Knowing some of the ways children grow, develop, and learn can help you as you arrange your house, plan activities, and talk with parents. You will find it easier to work with and respond to children if you know what to expect from them. You will understand more about what works with children and what does not. For example, you will feel more comfortable with two-year-old Jenny's constant, "No", if you know this is common for children her age and serves a good purpose in her growing up and becoming a strong, capable individual. You will feel easier about your work as you find ways to accept the "No", nod your head, and give a two-year-old a chance to get used to the idea of what you want her to do.

ALL BEHAVIOR IS CAUSED AND HAS SOME PURPOSE

The challenge for adults is to figure out why children behave in certain ways. Much of what they do is developmental, is "par for the course" for a child that age. Other behavior signals that something is wrong, either with the child or with the situation. Still other behavior is unique to that child. Child behavior usually needs a response from us. We want children to respond to us, also. So the constant question in providing care for children is "Now, what do I do with THAT?" or "How can I make THIS happen for this child?" You will continually be deciding how to approach, suggest, answer, protect, play with, guide or discipline, and teach the children.

To work toward a better understanding of children, we look for reasons for a child's behavior. We will be more successful if we consider responding to the child's purpose as well as our own. For example,

> When toddling Adam brings the provider, Sally Loris, a stuffed toy, Sally sits down and says, "Thank you, Adam," and hold the toy carefully in plain view. Sally knows Adam will smile, step three paces away, return, and take the toy. Sally will then say, "O.K., now you want it back." Then

> Adam will step away, return, and happily repeat the process.

What is going on? Adam has initiated an interaction with an adult who responds to him with understanding. That makes him feel secure, loved, and maybe reassured that the world is all right. He has been called by his name, an important word as he begins to realize he is a separate person. He has asserted himself and finds he has some strength and power. He listens intently to the words and learns their meaning through the action they accompany. He begins to learn about giving, receiving, and negotiating. He enjoys success in an exchange with an adult. The adult has created these growth feelings as she has recognized and played an age-old toddler game. Their bond as two human beings is stronger and more reliable because they understand each other and communicate well, even though only one of them talks. We do not know which purpose, which need, caused Adam to start the game, but they are all fulfilled. Adam's behavior tells us that too.

On the other hand, what would have happened if the provider in the example above had been thinking only of herself and her own schedule? Suppose that Sally Loris had said to Adam, "Don't bother me with that now." Or suppose she had said nothing, taken the toy, and put it on top of the refrigerator? What does Adam feel and learn under those circumstances? He may learn not to come to Sally for understanding and help, that he is not very important, that his action is dependent on her whim, that she is bigger and stronger than he is, or that if he tries to start a friendly exchange, he gets his toy taken away. He might scream with frustration. He would surely feel distrustful of adults, lonely, and unhappy. Each time we do something with each child, our action is more effective and serves us and the children better if we understand what behavior to expect and what activities are developmentally appropriate.

CHILDREN ARE INDIVIDUALS

Each child is unique, and different from all others, even those of the same age, sex, and from the same kinds of families. Children do generally reach the well known human growth milestones of walking and talking. But even these accomplishments occur at different rates, and happen at different times for individual children. Some children begin to walk at 10 months, some at 15 months. Some toddle along quickly and smoothly, getting the "hang of it" right away. Others fall down a lot, hesitate, or even give up for a few days. Some children talk before two, others talk very little before three or so. Some will always be quiet people. Some abilities become clear in one child but may never be very strong in another.

Each child seems to have her or his own style of learning and own preferences, tastes, and interests. Each child is a distinct personality, with own individual ways of expressing feelings and ideas. People differ greatly in activity level, or the amount of energy they seem to have--this difference is easy to spot among a group of children in your home. You will also notice some individuals vary from time to time in peppiness, just as you may know your own liveliest times of the day. Development is not even, smooth, or by-the-book for most children.

Because many individual children have been studied over their growing years into adulthood, we know that individuality is important in understanding children. We know that doing a skill sooner is not better and does not usually mean the child will be advanced years later. Early talking by a one-year-old does not mean this child will be a chatterbox or a brilliant conversationalist at age ten. Later talking may mean a toddler is putting more energy into physical growth and motor exploration right now. Do not confuse sooner or faster development with better development.

When you realize how different children are from one another, you can understand why comparing children in your care to each other is unfair. It is no wonder that older children, who understand comparisons, are angered by such injustice.

Instead of comparing children and worrying about how soon a particular skill develops or how quickly the skill is progressing, look at the balance in the child's development, and look at children in terms of past development. To evaluate children and make sure they are growing well, each one should be compared, first of all, to himself or herself, to his or her own growth records in height and weight, for example. Did Mary really grow more than two inches this year? How much has Peter developed in speech, or fine motor coordination, or problem-solving in the last six months? Because children differ in their rate of development, their interests, and their abilities, the job of providers is to consider the child first in terms of his or her own development, and then to know enough about how children develop, in general, to assess any individual's pattern of growth.

When you know about development, you not only keep track of each child's growth, but you are able to recognize signs of very delayed or unusual development patterns. Any development, or lack of it, that is far different from what you would usually expect, may mean trouble for a child. You may need to help parents recognize possible problems and special needs, such as poor vision or hearing. Knowing your community resources, as discussed in Chapter 10, allows you to help parents to seek professional advice about developmental questions.

It is important to recognize the individual. Some ways children vary, that providers need to take into account, are:

- Sense of security -- Some children need more consistency, more reassurance, and more confidence and trust-building, than others. Sometimes insecurity can result in a child's tendency to withdraw. Some children's insecurity is reflected in aggressive behavior.

- Activity level -- Some children need more active play than others. They need the opportunity to move around, jump, run, and bounce around many times throughout the day. Other children need more quiet time or more rest.

- Response to stimulation -- Tolerance for noise, for activity, for visual stimulation, for changes in the environment all differ in children. You need to be certain that the environment allows for differences by having interesting activities and at the same time, places for children to get away from the action.

- Thinking style -- Some children quietly think through possible solutions to a problem; others push in and try the first idea that occurs. Some children are interested in experimenting to find out how objects work; others choose to ask friends, or an adult, for help.

HOW CHILDREN LEARN

Learning is a part of development. Learning is experiencing, remembering, and using experience again in a new situation. People also use what they have learned to organized thoughts and think through new problems. Learning is a process, or set of processes, through which people change their way of doing things and thinking, more or less permanently.

> Mrs. Johnson knew when four-year-old Shana had learned how to unlock the shed's padlock. She wanted to try, so Mrs. J. let Shana tinker with it. She tried several times, then gave up and looked at Mrs. Johnson. Mrs. J. held her hand over Shana's hand, and said, "Put the key in all the way, until it won't go any further...like this. Good. Now turn it this way. Yes! You hear that click? Feel it? See, it springs open. You did it! Want to try again by yourself?" She found that from that day on, Shana could be depended upon to carry the key outside and unlock the shed. A month later, when a new padlocked gate was put into the yard fence, she found that Shana was eager to try the new lock. Shana applied what she had learned and was able to unlock the new lock even though it worked a bit differently.

Children learn through their bodies as well as through their minds. Shana paid attention to the provider's words, but Mrs. Johnson also focused Shana's body attention on the feel of the key and the lock. Mrs. Johnson asked Shana to use her eyes, too, to see what was happening. So Shana was using several senses in the process. And Mrs. Johnson encouraged practice of this activity which Shana had chosen herself through her own interest in such things. Learning involves the whole child. Helping children learn takes adult attention and time.

Building a child's feelings of self worth is an important way to help children learn. Successful learning and healthy self concepts are closely related. You provide good care, through warm, affectionate relationships with children. You feed them well, keep them safe, talk to them, and respond to their conversation and their needs. Children who are cared for so well do feel valued. Such a home makes a good setting for learning.

It may help you, as you plan learning experiences, to know some of the ways children learn. Children have so much to learn about the world and the people and things it it. You will want to fill their time with helpful activities. You will also find that successful guidance and discipline techniques, which are discussed later, are based on knowledge about how children learn.

- Children learn through their own action, by doing "hands-on" activities with real objects. They learn more from what happens to them, or what they make happen, than they do from what is told to them. Young children, especially, may only understand words when they are accompanied by action in which they participate, as when Mrs. Johnson helped Shana with the lock. A young child cannot learn how to put together a puzzle by being told. Words may even confuse a child. The child needs to feel the pieces, to understand how they go together. The same is true of catching a ball, folding a blanket, making a paper airplane, or reading one's name.
- Children learn through all their senses. When more than one sensory mode at a time is involved, the chances of learning may be increased. Shana had a multisensory learning experience--we will never know if one part was crucial to the learning, or if it all was important.

- Children learn through their whole selves, and their bodies in action. They lean into experiences, poke, roll, giggle, shake, heft, tilt, scramble, balance, bounce, and bluster as they learn. Help children focus their attention in order to learn, but do not expect it to be a silent or immobilizing process. Children often do not learn much by sitting down being quiet.
- Children learn by tasting. Let children taste different kinds of food, such as sour lemon, sweet honey, hot sauce or bitter greens.
- Children learn by seeing. Help children observe by pointing out a sunset or an earthworm or by comparing different kinds of leaves.
- Children learn by hearing. Encourage children to listen to the sound of birds singing, dogs barking, machines chattering, and all the noises of the city and country.

- Children learn by touching. Let children touch rough and smooth materials, such as sandpaper and velvet. Allow children to handle and manipulate materials such as paint, paper and paste.

- Children learn by smelling. Encourage children to smell different materials such as flowers, sand, mud or even garbage.

- Children learn by imitating others, by copying others, and by playing alone but very near someone else who is doing the same activity. The adult or other child is a model for the behavior the child learns. It is one of the most powerful ways children learn. Therefore, it is important that you behave in ways you would like children to behave. If children live with people who are polite and respectful, children learn how to be polite and respectful. If children are treated kindly, they are more likely to treat others the same way. In other words children learn what they live. In a happy, relaxed home, children copy relaxed attitudes. Children learn from what we do more than what we say. Children also learn a great deal from each other, whether we approve or not. Providers should be aware of this and use the process positively. For example, ask an older child to show a younger child how to get the paste out of the jar.

- Children learn by repeating activities, especially those they choose to do. This kind of practice is very different from the drill that adults put upon children. In order to foster practice for young children, you need to be sure they have the opportunity to repeat activities they enjoy.

- Children learn by experiencing the results of their own actions. If the result is error, they can learn from their mistakes. They can try another way. If the result is success, the child's pleasure usually leads to doing the act again to bring the good feeling again. In this case, the result is a built-in reward. Children also learn through receiving rewards from outside themselves which are properly timed to their own actions. Adults reward children through noticing smiles, nods of approval, and praise. These are social rewards, and are most effective when specific to the child's action, and immediate. It is more effective for an adult to reward desirable behavior than to punish undesirable behavior. In Chapter 6, these techniques are discussed more fully.

- Children learn through participation and communication. They join in, and their ideas become clearer as they talk and show others what they mean. Such discussion and demonstration is an important part of the learning process.

As children learn, they put together and build up their learning experiences. Learning is gradual. You will note that all of the above ways of learning are active and usually describe unhurried play activities. Children learn through play, perhaps more effectively than any other way. Children discover, then create meaning. Then they are likely to try it out and see if they can get agreement from others about the meanings, the understandings which they have put together. When children play together at a housekeeping or other dramatic play, you can watch this search for meaning and verification acted out. When children explore and experiment, they are looking for a new meaning or maybe a new problem to challenge their interest. Your job is to help them, to facilitate their play, to be sure there are plenty of interesting events and objects for every day's learning.

A family day care provider is in a good position to help parents understand how and what young children learn well. Learning is much more than knowing what to call colors and shapes. Reading and writing skills become important for school-agers, but all the adults in a child's life should understand that children must have years of developmentally appropriate activities, lots of play, many chances to explore objects and space, and opportunities to talk and listen to others, in order to acquire a solid basis for learning school skills as schools teach them. Doing school activities before entering school is not smart, or the best use of a child's time, because these activities are hard or impossible, and very frustrating, for children who are really too young to do them. Such activities are a terrible waste of learning time. Your knowledge of developmentally appropriate activities will help parents choose good home activities and may prevent harmful, stressful pressures on children.

CHILDREN YEAR BY YEAR: HOW THEY DEVELOP

Some providers prefer to specialize in care for a particular age group because of the provider's own children's ages, her skills, or because the home can adapt best to one age group. Setting up and equipping your home depends on the ages of children you intend to serve. Infants require special inventory and plans. Because babies and toddlers are dependent and expansive, and are learning so fast, regulations even limit the size of groups with these children. Care of children from birth to age three is very different from a program for older children. Care of after-school children differs from care of preschoolers. As children grow, their needs change. Good caregivers are ready for that. Parents look to the provider for information about child development.

It helps everyone to know whether an individual child is growing physically and developing skills normally, that is, within a range of life's time when most children do develop these. Age norms are based on knowledge of many, many children. The information below gives some examples. However, these norms are only loose guidelines to the development of most children, most of the time, plus or minus a few months of age.

As children get older, it becomes easier to talk about different areas of development such as

- Physical - the actual changes in size, muscle tissue structure, and internal organ development.
- Motor -- the increases in body control, and acquiring skills such as walking, climbing steps, throwing, kicking. These are called "gross" motor or large muscle skills. Pinching finger and thumb to pick up a piece of meat, tying shoes, curling toes around a little stone, or learning use tools such as pencils, spoons, toothbrushes, and scissors--these are called "fine" motor or small muscle skills.
- Intellectual (cognitive, creative, and communication) -- development of the perceptions which come of using sensory modes such as smelling, seeing, hearing, etc. and the development of thinking, problem-solving skills, reasoning, remembering, and learning other people's knowledge, having and expressing new ideas, language skills in using speech, understanding others, and making meaning of non-verbal communication.
- Social, Emotional, and Self -- development of specific characteristics and feelings such as attachment to others, joy, love, anger, and fear, as well as feelings and attitudes about oneself and other people. Also, development of the knowledge, beliefs and skills relating to one's self, other people and how they live, what others expect of one, and about relationships such as friendship, family

patterns, and aggression (actions toward others intending to hurt them). Self-help skills belong here, too.

You can see that these areas overlap, and in any individual, all of them operate together, although not at every moment, to cause behavior as we see it.

Each developmental area must be planned for, by providers of good child care. Later in the book, we discuss guidance, discipline, activities and scheduling--the daily program for children. A good program is one in which all of these areas of development are supported all the time, where all kinds of growth are encouraged, and where learning is planned according to what is right for that individual child's development at that time.

Infants—The First Year of Life

Through the first year, babies usually grow faster than they will during any later period. Infants are absolutely dependent on caregivers to meet their needs. They are especially vulnerable and open to trouble because they are less able to handle stress, illness, or being uncomfortable. All of the developments of the first year are beginnings. Every day a baby has new experiences which form the foundations of everything else they will do in life, and all the growing which will come later.

The most essential ingredient in a baby's care is a warm, responsive, dependable adult caregiver. Babies need a great deal of attention. They need to have someone hold them, talk and sing to them and play with them. They need to feel protected, to know that needs will be met and that distress will be relieved. This sense of trust or feeling of security occurs when a few adults provide continuing and consistent psychological and physical care for infants.

Perhaps the most crucial of all human developments is the establishment, in the baby, of this feeling of security, the sense of trust. Through caring adults, infants learn the world is a reliable place. They also form a strong bond, an attachment, the earliest form of love, with parents, and then with other important caregivers. Infants rely on these secure feelings as "home base", strengthening the spirit and giving them the curiosity to move out, explore, and establish themselves as separate beings.

During the latter part of this first year, infants also usually show some form of "stranger anxiety". With some infants it may be a real fear, with crying and clinging to a trusted caregiver. With others, it may be more of a hesitancy, distraction from what they are doing, or sober-faced noticing of a new person. Babies rapidly develop other emotions, too. They:

> Will show, from birth, that they are content or unhappy. Building on the basic sense of trust, infants rapidly begin to give evidence of other healthy emotions: joy, pleasure, anger, anxiety, and fear. Disappointments and surprises fetch responses from infants. They show smiles and frowns, laughter and crying. As they grow older, infants also begin to understand their own emotions, and respond to those of others. When they roll, hitch, and crawl through space, they are delighted at the discovery of themselves as separate beings, although they may search a caregiver's face for a response first. When they choose or reject play activities and toys, they are asserting and building a sense of their own independence and competence.

Your acceptance, support, and encouragement of an infant's feelings is shown largely by your own responses. Your warmth, affection, cuddling, patting, and rocking helps emotional bonds to be strong. That is necessary for healthy development. You encourage free exploration, and your staying close provides that "home base." You respond immediately to any distress with action and with comforting. We do not "spoil" babies with attention, but with lack of attention, or with attention to inappropriate things.

You are also teaching a baby about emotions. You accept and mirror feelings when you respond in the same tone as the baby is using. For example, an infant may wail with frustration when trying to stuff a tennis ball into a plastic bottle. Your voice is anxious and sympathetic, as you wail, "Oh! It won't fit, will it?" You can respect the infant's fear of a loud, noisy toy or a strange dog. It is a good reaction. You can then help the infant find a less threatening activity, reassuring with your own closeness. You can accept rather than fight, a baby's anger, too, by nodding, by talking matter-of-factly. "I know you don't want to have your diapers changed right now. You're hungry! I'll do it as fast as I can."

Adults sometimes do not realize that infants are very sensitive to moods and feelings of caregivers. If a conflict with a parent comes up, the baby may reflect your anxiety or confusion. Infants may begin to cry when a provider sternly disciplines another child nearby. Sometimes it is the parent who has a hard time saying good-bye, and an infant's crying results. Your understanding and help will be important emotional support.

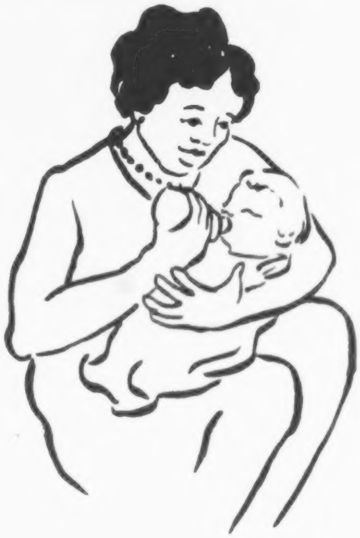
PHYSICAL

During the first year, babies undergo rapid change in their physical development. In fact, growth is so great that their birth weight can be expected to triple by the end of the twelfth month. Their length can be expected to double. Infants who stay well and are comfortable often show more regular growth patterns. Because babies are especially susceptible to disease, health precautions are of prime importance. Your own good health is essential.

- Wash your hands carefully with soap before holding and feeding, and before and after diapering an infant, every time.
- Clean eating and diapering areas with soap and water or use a fresh cover, after every use.
- Wash infant toys after every individual child has mouthed them.
- Keep the sleeping room temperature at 68 - 70 degrees for a young infant covered lightly. After a few months, babies can sleep in cooler rooms (around 60 - 68 degrees) with adequate covering.
- Avoid putting babies in drafts throughout the year. Air for cooling or heating should be directed away from infants with screens or room dividers.
- At bathtime have the room at 75 - 80 degrees. Water should be about body temperature--tested with your elbow, not hand.
- Because infants spend lots of time on the floor, keep floor temperatures at 68 to 70 degrees.

- Keep a hand on the baby at all times when you are changing diapers, or for some reason have the baby on a table or bed, or when the baby is in the bath. Never leave a baby alone in or near water.

- Cut the baby's fingernails when the baby is relaxed or asleep.



Infants can suffer greatly from stress which older people do not even recognize. Care for babies means bringing comfort and reassurance. It means creating a bond of trust between you. Cuddling and soothing talking and singing adds to an infant's sense of security, as does a provider's immediate responses to the baby's needs. Keeping all routine care regular, and consistent with the care given by the infant's family, helps infants feel comfortable.

- Respond to the needs of each individual. Feeding and sleep times will vary for each.

- Change the baby's diaper before feeding and before sleeping.

- Put babies down for naps before they get over-tired and fussy.

- Have food prepared and ready to eat before the infant gets too hungry to enjoy it.

- Make sure you have time to sit down and hold the baby while feeding a bottle. This saves your energy and meets the baby's needs to be held and cuddled often.

- Be sure to comfort an infant who is fussy and not feeling well.

- Avoid noisy, chaotic, disorganized stimulation which may upset the infant.

MOTOR

During waking hours, which increase with age, infants are very active. Their motor behavior strengthens muscles and builds skills. They literally reach out for experience. Good care providers see that they get it. Babies may be expected to accomplish the following skills during the first year:

> Lift head and chest from the mattress, hold an object, roll over, recognize familiar objects and reach for them. They will rapidly learn to put things into their mouths, will pick up small items with thumb pinching to forefinger. They will transfer things from hand to hand, drop and pick up objects. They will learn to sit alone, creep and crawl, and will pull themselves up to a standing position. They will walk with help.

This urge to be active is necessary for learning. It means providing both the freedom and very close supervision which such activity requires. The home should encourage the infant to explore within the limits of safety. Few areas should be "out of bounds." Infants should have some time each day out of the crib, with freedom to crawl. Babies enjoy being placed on a clean sheet on the floor where they can roll, kick and crawl. Play pens and gates should be used only as safety measures, not conveniences for the day care home provider.

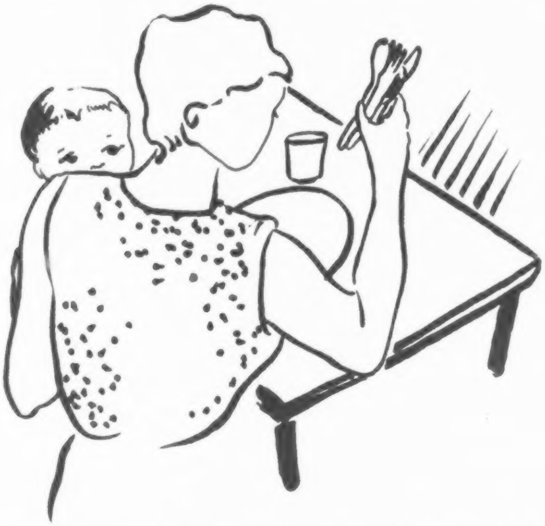
- Infants like a chance to shake toys, roll balls, and bang a spoon on a pot or oatmeal box.
- Babies enjoy swings, rocking horses, rocking chairs and infant seats that allow them to move and to use their muscles.
- Babies enjoy and learn from crawling in and out of a large box or from climbing up and down a low step. Tunnels and inclines also encourage the baby to move and learn.
- Toys that encourage action are wagons, cars, and large trucks. A walking baby may want to push the stroller instead of riding in it.
- Furniture encourages movement. Babies enjoy rolling or crawling over pillows and pulling themselves up on chairs or couches to practice standing and stepping. Be sure there are no loose chair throws.
- You can roll a ball and encourage the baby to crawl after it.

Accidents account for more infant deaths than illnesses do. You will want to make certain that no child suffers an accident in your home. Go through your home carefully to make sure it is completely safe. In addition to the precautions for homes listed in Section 3, babies have to be protected from small or breakable objects on low tables, from lighted cigarettes and jewelry with sharp points, and from eating the contents of ash trays and cat boxes. Use infant seats only on the floor or when you are carrying them. Babies' movements can tip the seats easily. For this reason, as babies grow older and bigger, infant seats should not be used at all.

COGNITIVE

Babies learn from play, just as adults learn from school and work. Through toys and games, infants develop new skills. Infants learn through their senses and their own actions. The learnings acquired through the first two years of life are rightly called "sensorimotor" intelligence--the basis for later intelligent behavior. Watch an infant or toddler explore an object with eyes, then hands, and then mouth. Shaking, dropping, and picking up objects are frequent activities which explore the possibilities. Some of the important skills acquired during the first year are:

> Follows moving objects with eyes; recognizes caregivers and strangers, children and adults; imitates facial expressions, gestures (such as head shaking, doing special "faces"); remembers and plays games such as peek-a-boo; begins to understand cause and effect; e.g., drops and looks for objects; puts objects into a container and removes them; begins to use tools, such as a spoon, appropriately; begins to group objects which are alike; begins to understand purpose of objects, such as kitchen utensils; begins to understand distance and space.



Infants learn, too, as caregivers bring them interesting things and take them to scenes of stimulating action. You can carry an infant along as you move around the house. You can also:

- Place the baby in new places, in new positions so that he or she can see you and others.
- Expose babies to bright colors and a variety of objects to stimulate senses. During the first year of life, babies spend much time looking. The home should have many fascinating things to look at--right from the time of birth. Pictures, moving objects, brightly colored toys attract infants.
- Talk about household noises. Play the radio occasionally, but avoid a constant, loud background of extra noise from radio or V.
- Provide a rich variety of toys and household objects. Give soft cuddly toys, rattles, measuring cups and other household objects.

Each day a variety of clean toys should be easily accessible to the infant, one or two at a time. Some providers put the toys on low shelves to encourage the infant to reach them.

- Allow a mobile infant access to most of the household. Freedom to discover leads to more curiosity, and curiosity helps the child learn new facts and ideas. Playing with pots and pans inside of drawers and cupboards is fun for the infant. Remember the safety precautions discussed earlier. Any household items used by babies should be washed clean before and after the play activity.

COMMUNICATION

The first months of life are spent "getting ready" for speech. Babies listen to the sounds around them and learn to tell them apart. Infants learn quickly to look at a caring person who is speaking to them. Communication in the early months comes from feelings of love and trust as babies come to expect good care from a responsive adult. Adults need to talk to babies. The basis of language skills builds rapidly throughout the first year, especially if caregivers talk, laugh, and sing to the baby. During the first year, infants will also usually:

> Respond differently to different voices and to various emotional tones of voice; e.g., baby will frown or cry at an angry voice from the caregiver even if anger is directed at another person. Infants learn to respond to adult's words, such as "bye-bye" with a wave or curling fingers. They will laugh along with an adult conversation. They may stop action if told "No" with stern adult voice and gesture. They will listen from very early in life, and adults' soothing words will stop fussing and body action. They turn to sounds, especially the caregiver's voice. They cry, coo, babble in language sounds, alone and in response to people talking to them. Adults will recognize their imitation of sounds and the tones of imitated conversation. Infants become able to repeat sounds such as "ma-ma", and some may say a few words by their first birthday.

Babies learn most about communication when you interact with them. From birth on, babies learn by adults' talking and listening to them, making all kinds of sounds, imitating the baby's sounds. Diaperings, bath times, and meal times are excellent times for "conversations" with babies. Help older babies learn the names of simple objects. Use words to tell the infant what she or he is doing. Encourage babies to make different vowel and consonant sounds.

- Talk, using words to describe your actions, "I'll pick you up" or "-down". Name objects, body parts: "That's your nose" or "-my ring".
- Play simple games, "Peek-a-Boo!"
- Respond to smiles with smiles and return the infant's babbles and gurgles.
- Look at picture books with the baby. Help the baby learn the names of body parts. Use the baby's name often so it can be learned.

- Certain toys such as play telephones and puppets are especially good for helping babies learn to talk and listen.

SOCIAL, EMOTIONAL, AND SELF-HELP

Babies become increasingly aware of the social world. Hopefully they learn that the world is a good place. They imitate others, especially adults, and may learn to wave bye-bye and play pat-a-cake. They learn what the important people around them are like and what to expect from them. They begin to help themselves and cooperate with care routines. Many of the developments we have discussed above are also emotional and social, depending on adults and infants interacting and building feelings. Also during the first year, infants are likely to:

> Respond to their own names, copy other people, begin to feed themselves a cracker, and hold a spoon or cup. They are especially interested in other babies and children and are likely to reach and grab for another person. They initiate social games, such as drop-and-pick-up, with others. They may offer a toy.

Providers know that such offers are temporary. Other children do not. Infants can get into trouble with other children through wanting to have a toy to themselves or crawling into a block building. You need to be prepared to protect infants and other children from infants, sometimes.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Awareness of sights: Development of visual senses.	Hang a colorful mobile on the crib. Place bright pictures in the room. Change objects often so babies have new things to look at. Look at books, catalogs, and magazines while holding the baby and point out pictures of familiar objects. Babies like to look at colorful gift wrap, printed fabric pieces, foil, lights, and moving objects.

Awareness of sounds: development of auditory senses.	Use rattles to stimulate baby's hearing. Homemade rattles can be made by sealing small objects such as dry beans, rice, or stones into a plastic bottle, jar, or box. Use musical sounds from singing, radio, recordings, music boxes, playing instruments. Help infants learn to recognize common household sounds such as vacuum cleaner, broom, clocks, cooking sounds, the doorbell. Tell what these sounds are. Take baby to the source.
Awareness of texture and shapes: development of tactile senses.	Provide feeling of textures and mild temperatures in objects, such as cold metal bowls, plastic, furry toys, hard or soft toys, rubber balls, etc.; different fibers and fabrics, such as velvet, soft blankets, smooth leather or fabric shoes. A "feely" ball can be made by sewing pieces of cloth together and stuffing it with clean panty hose or cotton batting scraps. Encourage feeling the fur of a friendly pet. Give opportunity for sand and water play. Offer food of varying textures such as custard, cereals, and bananas. Offer different shapes in toys: balls, blocks, dolls.
Awareness of smells: development of the olfactory senses.	Food smells, such as bacon, lemon, vanilla, and peppermint, can be offered to babies, with adult showing baby how to smell a substance. Encourage smelling flowers, tree bark, dirt, grass, and other outdoor nature things.
Awareness of tastes: development of the taste senses.	Expose baby to a variety of tastes and temperatures in food such as cold ice cream and warm cereal, mashed bananas, and chopped cooked carrots. As the baby is able to control bits of food and chew, be sure tastes of new food are given and repeated.
Awareness of body positions: development of kinesthetic senses.	Vary the positions of infants. Carefully add bouncing, swaying, swooping, swinging, and other body sensations which are pleasant. As infants grow, encourage lifting various weights and weight-distributed items, such as blocks, wide box with plastic bottles inside. Help babies be aware of their own balance sensations. Talk about these feelings. Provide safe (non-breakable) mirrors for infants to handle. Mount large, framed mirror low

	on a wall where a sitting, crawling baby can use it. Securely attach bells to shoes or socks of infants.
Eye-coordination: following movement.	Move a rattle or toy slowly in front of a young infant's face. Move your face back and forth. Hold babies to see movements of other children. Hold a baby to watch a pull toy as you pull it.
Eye-hand coordination.	Put objects in front of infants on mat or tray within reach. Encourage older baby to pull or push safe wheel toys.
Eye-hand-hearing coordination.	Shake a rattle behind baby's head. Let baby turn and grab it. Talk to infants from side, from behind, as you approach.
Reasoning development	Introduce pull toys or attach a string to toy. Encourage baby to pull to get toy. Play peek-a-boo, hide own face with hands, then with cloth. Encourage growing infant to try. Hide objects: partially hide toy with blanket and let baby recover it. Hide toy completely while baby watches. Put objects in container and cover.

Even when you care for infants, you do not do much sitting. You can see why childcare work is not "babysitting."

One-Year-Olds

Nearly everything you have just read about babies continues to apply after their first birthdays. They still need constant supervision, clean and safe environments, plenty of freedom to move around, and even more patient understanding. That is because during this second year of life, babies become toddlers. They begin to feel like people-on-their-own, and the key word is "Go!" The problem is, of course, that a caregiver has to go along -- even when there may still be some infants in the house.

PHYSICAL

Growth during the second year is still rapid, but slowing down in rate, so height and weight gains are not so dramatic. As growth rate decreases, appetite may decrease. Children may eat less. Toddlers' bodies usually become more slender, and they are no longer soft, round babies. In young children, all along the course of growing, development occurs earlier at the head and shoulders area, with hips, legs, and feet slower to grow and gain strength. That is why, when infants first start to stand upright, they seem so "top heavy"--they are. Young toddlers stand and walk with their feet wide apart, in order to balance the weight of their upper bodies. That's why we call this style of walking a "toddle."

During the second year, digestive processes mature, and more teeth erupt. So one-year-olds are usually ready for a varied diet, with gradually added chunky foods and small bites of meat, fruits, and vegetables. They will want to feed themselves, at least in part. They may also learn to indicate, with a word or action, an occasional toilet need. Toilet training may begin during the latter part of the year. However, not very many one-year-olds are really physically ready to use the toilet the way adults would wish. Planning with parents to make decisions jointly about new foods, eating habits, and toilet learning is important.

MOTOR

Moving around and trying things out is the business of the day for one-year-olds. Through the year, most will progress from standing and lurching a few steps, to walking, and variations such as walking backward or sideways, dancing, running, and running away without thought. These toddling persons will also be able to climb up and down stairs, footstools, chairs, beds, and low tables. They can sit in small chairs. One-year-olds especially enjoy toys that challenge new body skills:

> They can pull a toy or cart with a string, also pull or push toys with stick handles. They can bend over and pick up things or arrange a blanket on a doll bed without falling over. They enjoy the challenge of moving large blocks, picking up suitcases or heavy toys. A favorite game is filling a pail or basket with objects and carrying it to another place to dump it.

They may still need an adult to hold a hand while walking up or down stairs although it may be a tussle to keep a hold on the toddler's hand while walking a sidewalk, mall, or supermarket aisle. Most adults find it easier to confine one-year-olds to a stroller, for their own safety, when in crowded places.

Fine motor skills are also developing rapidly. One-year-olds cannot only grab what they reach for, but can hold more than one small item at a time. They can also pick up tiny objects, such as a small bead or pill, but may still eat them. Good objects for practice, therefore, are raisins and small dry cereal shapes. Packing such items into a small-mouthed plastic bottle is a good game. They shift hands often when trying new activities. Other one-year-old learning activities which help build important fine motor skills are:

- Drawing and painting--scribbles are broad and need big paper and fat crayons and paint brushes. These children will paint and draw with vigorous whole-arm strokes. A low easel would help. A bucket of water and 1" to 1-1/2" house paint brushes give many moments of outdoor painting pleasure.
- Toys which challenge and teach new skills are put-together, take-apart sets, such as blocks, people-in-cars, rings stacked on a stick, fat pegs into a big pegboard, stacking cubes or boxes.
- Books are important and must be durable to allow toddlers to read them, turn the pages, sleep with them, carry them in pails, and cuddle them in a blanket with a teddy bear. Love of books starts early and is expressed in many ways. Toddler books with cardboard covers and durable plastic finishes work best, although cloth books will function too.
- Turning knobs and pushing buttons and switches, whether doors, lights, or toys, become possible and very interesting. Let children help you when these tasks need doing. Homemade toys featuring mounted knobs, buttons and switches are also attractive to toddlers.

COGNITIVE

During the second year, children begin to do many actions which suggest their minds are growing, too. They can point to body parts such as hair, eyes and nose. They can follow an adult's directions, one at a time, such as "Take the ball to Celia, please." Exploration brings many new ideas, and most learning takes place in this way. Toddlers do not pay attention to one thing very long but often come back to toys and places where they were interested before. They enjoy imitation games, words, singing, and finger plays which are simple and repetitive. Adults find that toddlers will respond to a simple command, such as "Get down," but may not understand the reasons for guidance yet. And toddler thinking is still very, very different from that of adults.

COMMUNICATION

Besides understanding a great deal through the words of others, many toddlers will have increased their vocabularies 100 times in the past year. Many will be using 2- and 3-word sentences, may use pronouns such as "me" and "mine", and will certainly use "No!" frequently. These children are learning all-important skills in self-expression. They can name objects. This is a good game to play with toddlers. Because it is a time for very rapid language learning, caregivers need to be especially sensitive to the need to respond immediately and to carry on conversations with one-year-olds. These children will also probably understand questioning and can answer simple questions, "Where's your bear?" at least by acting out the answer.

EMOTIONAL, SOCIAL, SELF

During this important second year, babies come to know that they are separate people. As they establish selfhood, they need the care and attention of loving adults. They begin to feel independent and, with the help of a caregiver, should feel valued and important, as self esteem develops.

For the first time children want to do things for themselves, and they can accomplish some of them. Temper tantrums frequently occur when children become frustrated or wish to exert independence against the wishes of others. Adults need to be aware of the constant need of these very young children to assert themselves, yet be supported and cared for. You will want to be kind, yet firm, about issues of safety and routine care. Consistent guidance, with your insistence on realistic rules, will also include some situations in which the toddler has choices. You need to develop clear ways of communicating all of this to toddlers, and of patiently repeating rules, expectations, and choices often. It is the way of growth for toddlers. See the guidance chapter for further discussion.

One-year-olds are very interested in other children, will sometimes blunder into the play of older children, but still do not understand social play. They show some understanding of the feelings of others, can be quite distressed when others cry, but are not able to share toys. Caregivers of toddlers are well advised to have two toys of the same kind for two toddlers. Toddlers are more likely to enjoy a game with an adult, such as rolling a ball or block building.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Curiosity about themselves.	Encourage play with safe mirrors. Stand or sit with child before a mirror. Talk with him or her about the reflection. Encourage making movements before the mirror.

Ability to recognize objects, animals, people from a picture or toy reproduction.	Provide a rubber set of farm animals for play. Talk about the animal's name, the sound it makes, its color or other characteristics. Show a picture of the same animal; read a book about the animal.
Early language learning and interest in books.	Provide a variety of simple picture books. Children can point to objects, animals, and people as you name them. They name them. Talk about the pictures and activities.
Very active; enjoy walking, running, climbing and throwing.	Provide many opportunities for free, active play outdoors and inside. Provide a variety of climbing places. Encourage play with small balls and bean bags. The children can throw to an adult or at a target object.
Ability to manipulate objects with hands and fingers.	Encourage play with small blocks; large, hollow blocks; containers and cubes which can be stacked. Provide toys that "work", such as large plastic nuts and bolts. (Be sure the items are easy to manipulate.)
Learning about objects and space.	Provide equipment for children to place small items into containers. Provide containers with loose-fitting lids. Encourage children to open and close them.
Understand some basic concepts; i.e., cause and effect, textures, size.	Talk about the size of objects. Say "This is a big ball", "This block is smaller than that block." Talk about textures of objects. Say "The rock is hard." "The blanket is soft." Talk about cause-and-effect relationships. Say "If you turn over the cup, the juice will spill," or "If you stand in the rain, you will get wet."

Begin role-taking and pretend (dramatic) play.	Provide small dolls and cuddly toys, bits of cloth for blankets, cups, baby bottles, a box or doll bed for child to play out daily routines. Kitchen utensils such as pans, wooden spoons, teaspoons, etc., also add possibilities.

Two-Year-Olds

Two-year-olds are surer of themselves and of what they can do as they grow. Their bodies stretch out, and most will lose the potbellied look during this third year of life. Their appetites lessen, and they may be particular about food. They are still growing fairly rapidly.

They practice body skills and learn new ones and still get bumps and scrapes while doing so. Running is natural; walking requires slow-down control. Two-year-olds like to climb, romp, and shove; push, pull, and grab. They walk up and down stairs, but need a hand rail for safety. They will be learning to jump, stand on one foot, and walk on tiptoe. They may begin to ride or push a small vehicle toy with feet. They will kick a large ball and rock themselves in a chair or rocking toy. They are usually vigorous and enthusiastic about any activity which requires moving and doing with their bodies.

The third year is an important one for developing hand skills and eye-hand coordination. Many children will start to use one hand more than the other. Either hand is fine; no child should be pressured to be right- or left-handed by someone else's choice. For some children, this preference is not obvious for another few years. Two-year-olds enjoy most manipulative and art activities, doing everything only for a short time, but often wanting to come back in a few minutes to an activity they have enjoyed. Some will still use crayons and utensils as if their fingers are glued together, but during this year, most children will acquire an adult-like grasp of marking and eating implements. While a few two-year-olds will snip with scissors, cutting work is for much older children.

Drawing and painting are favorite activities, with bold, whole arm, strokes and large sweeping circular or horizontal marks usually resulting. You should have stacks of large paper, such as computer scraps, flattened grocery sacks, or even newspaper, for painting. At this age, and all through young children's development, color books, workbooks, and ditto sheets are NOT recommended. Nor should adults make models of dough or clay, for example a pig or cat, or draw pictures, for children to copy. Children of all ages learn far more by working out their own ideas. Many of these adult-product items can actually prevent children's learning.

Two-year-olds seek sensations and are excited by sensory activities. They love water, sand, clay, play dough, and finger paint--once they try it. (They may be hesitant about new, strange activities and need adult help getting started.) All texture activities, including eating, involve feeling and exploring. They love "sensory" foods, such as mashed potatoes, ice cream, pudding, celery sticks, and crackers. Color is important; they may not know the names or care, however, and it is too early for color lessons. It is more appropriate for you to talk about color casually. Shapes are a feel-and-learn experience too, with the sensation of running fingers around corners and down smooth edges being much more important than, "This is a square."

From about 18 months age onward, children will begin to show you evidence of many new kinds of mental activity. The third year of life is an especially important time of development for a growing mind, with beginnnings of new thought processes that will become increasingly obvious and well organized over the next few years. Two-year-olds begin to seek causes for the events they notice; for example, if they hear a strange little "peep" in the bushes, they are likely to go in and try to find out where the noise is coming from. Their days are filled with busy exploration of the world. Their curiosity sees no end--and it is through such energy that they learn about the happenings around them. You might notice that two-year-olds are beginning to group things together, to put like objects in the same place. It is the beginning of later classification skills, showing that children are thinking bigger ideas. But twos are often very rigid about these ideas. Once the decide something goes together, or is the "right" way, it is hard for them to understand it any other way. If, for example, they decide the play tablecloth goes on the bed with the blanket, they could be very distressed if anyone tried to change it.

Two-year-olds will start to ask questions. They indicate their need to know something by bringing a problem to an adult, often wanting one definite way to solve it. The thinking of young children is very different from that of adults. Do not expect two-year-olds to understand your reasons or priorities. They will often come up with ideas that are strange to us; for example, they are likely to believe everything that moves is alive. They really believe in their own fantasy play as real and are not able to appreciate the difference between "story" and "lie", for example, or to tell either one from the truth.

Communication is, as always, important. In the third year, children may start to try to talk to other young children, their peers. Two-year-olds like conversations with adults and will want to try out new language on someone they trust, like you. They continue to understand a great deal more of what is said to them than they are able to repeat--but they are learning fast. They want to talk about what they know; namely, the things they have and play with, the descriptions of object properties such as "soft", "hot", and "sharp." They also can begin to discuss the day's activities and can understand "later", but not "much later". They like to talk about home and family, and immediate events. They do not understand tomorrow and may not remember yesterday.

Language development is rapid with vocabularies increasing greatly during the year. Sentences become more complex in structure and may include from two to five words. Two-year-olds are able to use language to express wishes and feelings toward others. Words are also important as tools for learning. Two-year-olds continue to enjoy imitating others and particularly like to repeat nursery rhymes and copy the movements of others. They enjoy dancing, singing, and simple fingerplays.

Books continue to be important, as they will be at later ages, too. Stories which are short, repetitive, and predictable are good. Children will want favorites read to them over and over again. This repetition is a significant process and very important to later reading abilities. Two-year-olds especially like stories about themselves and other two-year-olds' situations. However, the stories should be simple and brief since two-year-olds' attention spans are still very short.

The child's own selfhood becomes of prime importance at this age. Two-year-olds are interested in themselves, as well as being only able to see and understand their own point of view. For example, two-year-old Charlie thinks all of the other children at Mrs. Murphy's family day care home live right there at the house, which is where he knows them. That they, too, come and go with parents does not persuade him differently since he can only think about these other children where he has experienced them.

Children learn a great deal about themselves at this age. They are interested in their own bodies and may explore themselves and experiment with sensations such as deep breathing or holding breath. All toys are "mine", and as children grow some more, they still insist on first turns as part of this self-orientation. They are likely to know, by this age, whether they are boy or girl. They become interested in ownership, with property they identify as their own having strong meaning.

Perhaps because they are in the process of working out their own separateness, two-year-olds may have some separation problems from parents, even if they have been coming to a provider's home for two years. Stresses show through this kind of behavior also. Perhaps because of separation problems, two-year-olds may be especially interested in games of hiding, or sudden appearance as puppets "pop" out of a box or a person disappears behind a screen. They may also play "bye-bye" fantasies.

Emotions of two-year-olds have grown very complex. They go from excitement to anger to laughter within a few moments, and it is a rare two-year-old whom we could truly describe as "moody" for very long. By two and one-half years of age, many children want their own way immediately. They may be extremely demanding and persistent. Temper tantrums can be frequent and violent. Two-year-olds' behavior makes them difficult to live with at times; however, this behavior is a part of children's learning that they are individuals with the power to assert some independence. The emotional outbursts are sometimes milder--squeals and shouting. Many of the squabbles are over possession of toys although two-year-olds are quick in self-defense, too. During this span of time, some children become aggressive, actually showing the intent to hurt another. These defensive and aggressive behaviors often show up where the two-year-old is being manipulated or bullied by older children. But two-year-olds can also be extremely frustrated since their ability to solve problems and make things work is limited. They already have the ideas, but their own language is not adequate to explain to others. The result of any of these circumstances can be a kicking, screaming tantrum. Do not let it bother you; at this age, it is quite normal. You can understand the developmental reasons, ignore the tantrum, and help the child find a new activity when he or she calms down.

Two-year-olds have also been known to smash or destroy things if frustrated and will be likely to knock down a block building, given a chance. You may need to stop them from such behavior but help them find more satisfying activity. See the guidance chapter on using "redirection" techniques. Many two-year-olds begin to feel jealous, especially of sharing the attention of a valued adult with other children, or a new baby. That may happen in a family day care home too. Two-year-olds, because of their limited ability to understand the world, often have fears and nightmares, for example, of things they have seen on TV.

But two-year-olds are not all troubles. They are also, and usually, joyous. They like surprises. They can laugh with their whole selves, and almost anything is funny: new objects, harmless accidents or mistakes made by adults, animal actions, tricks, anything adults do which is out of character, and all sorts of incongruities--things in the wrong places, upside down things, unpredictable moves, etc. Mostly, they like to laugh along with you.

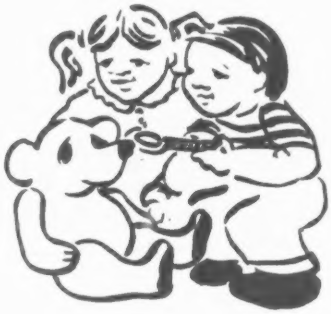
Two-year-olds are loving people. They are attentive to "their" adults and often stay close by, still needing the base of support and trust, while they try out many ideas and seek to be independent. They need the opportunity to feel responsible and to do tasks such as putting away toys although we would not expect them to do a whole job alone. As children grow toward the age of three, they become increasingly able to understand adult guidance and rules, especially if treatment is consistent and reasonable.

Learning to use the toilet with some reliability, at least in the daytime, is a major accomplishment for most children of this age. Parents and the provider should plan together and agree on an approach for this important milestone. Because it can only work satisfactorily if the child wants to learn and takes on the responsibility for the entire procedure, adults should help ensure this feeling. In no case should the provider use punishing or shaming techniques with the child. Adults should appreciate the body control, sense of time and space, dressing skills, and coordination of all this knowledge which is required. Toilet learning, like other self-care skills, is truly accomplished in a positive spirit of cooperation.

Two-year-olds are interested in gaining independence in other self-help skills too; for example, they want to dress and undress themselves. This may be an important activity for a period of time. Shirts are often backward. Zippers on jeans, belts with buckles, snap fasteners are all too difficult for young children. An adult should stand ready to help. Hair care is interesting to many two-year-olds; toothbrushing and handwashing are important. Each child at the family day care home should have his or her own equipment for self care, labeled and kept separate from others. Time should be scheduled for these tasks.

Two-year-olds are preoccupied with themselves. They are not yet ready for social play with other children or to be quiet and cooperative group members. Sharing is difficult. Two-year-olds will enjoy playing near other children and will observe older children intently. Other children become very exciting, and two-year-olds may greet others wildly or poke and pat to get others' attention. Sometimes such attempts to be friendly are misunderstood. Although a child this age may join a group having a story read or doing music, adults should not expect two-year-olds at group time regularly.

With limited attention spans, two-year-olds cannot be expected to sit still or play with a toy for more than a few minutes. Most of the time they should be free to choose their own activities. At this age, children have genuine interest in the family-baby relations and engage in dramatic play. The child may take care of a doll or a teddy bear or may pretend to shop with them at the grocery store. Fantasy play is short and simple and usually played alone.



Learning Experiences

Skills and Characteristics	Activities
Body skills and exploration of space relations.	Provide steps, small ladders, large wooden boxes, planks, small climbing frames, tubs, barrels, tires, wagons, small tricycles and other vehicles. Provide pushing and pulling toys. Encourage play with pounding bench, punching bags. Provide opportunities both indoors and outdoors for active play which involves climbing, running, throwing, sliding, tumbling, and jumping.
Manipulation, ability to stack several items, pull apart, put together. Will bridge two blocks with a third; explores many space-object relations.	Provide stacking cups, blocks, large building toys. Many, various sizes and shapes of containers and lids. Provide pop-apart toys such as pop beads.
Ability to explore means-end relations, and cause-effect relations.	Provide opportunities for gathering, filling and emptying activities with containers, and sand, water, rocks, small toys. Provide small cars, trucks, balls, wooden people, dolls which fit into a two-year-old's hand.
Beginning to understand sequences.	Hook small trains together, play "parade" or "follow the leader"; sing sequential songs, "Old MacDonald's Farm."

Increased development in language skills.	Encourage children to talk with you.
	Use pronouns such as "I", "me", "you", "they", "we". Encourage children to use these words.
	Talk with children about pictures. Ask them to point to objects or name them. Always give the true and correct answer to them, or tell them honestly, "I don't know."
	Give directions to follow: "Close the door" or "Pick up the doll". Be sure to make this a fun game.
	Teach children the names of unusual objects such as fire extinguisher, thermometer, screwdriver.
Interest in imitating.	Encourage finger plays.
	Recite nursery rhymes. Encourage children to repeat them.
	Play, "You are a mirror." Stand or sit facing the children and have them copy everything you do. Then reverse roles, and let them lead while you mirror their actions.
Interest in dramatic play.	Provide dolls, dress-up clothes, carriage, doll bed, toy telephones for pretend conversaations.
	Vehicle toys such as trucks, cars, tractors, trains, and airplanes also provide opportunities for fantasy play, especially combined with blocks, shoe boxes, or toy buildings.
Increased development of fine motor skills.	Provide crayons, chalk, paint, and paper for scribbling and painting.
Greater ability to express self creatively.	Allow children to "paint" the sidewalk, building, wheel, toys, etc., with clear water and a brush.

Provide opportunities to play with play dough, finger paint, clay and sand.

Three-Year-Olds

If the developmental challenges of being two have been successfully negotiated, three-year-olds are usually calm, happy, resolute, self-directed, single purpose beings. They are generally delightful and glad for the opportunity to please parents and caregivers. If they feel secure with you and themselves, they usually are cooperative, enjoy new experiences, and start to develop friendships with other children. These are likely to be brief, but may be intense. As three-year-olds assert themselves and their ideas, some of them may seem bossy. They may exclude some children in an effort to preserve a close relationship or fantasy play with one or two other children.

Physical growth has slowed down and is fairly steady. Three-year-olds are enormously interested in practicing and perfecting motor skills. Pamela wants to spend the entire morning riding a tricycle; Tony goes down the slide, climbs up, goes down again, repeatedly, and is cross when it is time to go indoors. Three-year-olds can also be expected to accomplish such skills as:

Walking a line.
Standing, balancing, and hopping on one foot.
Hopping on two feet, jumping horizontally 1-1/2 feet.
Jumping over a small (6") barrier.
Pushing, pulling, steering wheel toys.
Catching a bounced ball.
Throwing overhand.

Small motor skills continue to become more refined. Greater control over hand and arm muscles is reflected in drawings, paintings, and scribbles. Painting or drawing is done in vertical, horizontal, and circular motions. Three-year-olds may also make or copy circles, cross marks, and dots. Toward the fourth birthday, some will start to make human figures. Three-year-olds have a great interest in the feel of art materials and gain great control over the tools--brushes, markers, etc.--during this year of their lives. They also begin to understand and create deliberate and planned designs and arrangements. To encourage the most creative learning, caregivers should discuss such work only by giving the child open opportunities to talk; for example, you might say, "That's a nice painting," or "You are really working hard on that". Do not ask a child "What is it"? and do not give the child your ideas of what it looks like. These remarks will not help them learn to work out their own creative ideas.

Small muscle control is also further refined as three-year-olds play with many manipulative toys. Puzzles, pegboard sets, parquetry sets, construction sets with large pieces, beads and bits of paper alternated with short pieces of soda straws for stringing, are all appropriate activities.

Because of the increased body skills and increasing attention span, as well as interest in pleasing adults, three-year-olds are quite good at doing self-help skills. They can usually dress and undress themselves and will do easy buttons and zippers. They are successful at feeding themselves with spoons and small forks and can often butter bread with a knife. They use the toilet independently and reliably although accidents may happen if time is misjudged. They can brush teeth, wash hands, and get drinks of water. They will help put toys away, set the table, and will be interested in food handling and cooking operations.

Three-year-olds' increased language skills help to make life easier for them and for those around them. They can communicate needs, ideas, and questions. They can name almost everything around them and tell what many things are used for. They will also know their own names, first and last, and will be learning the names of others in the group. They will use plurals, usually correctly, can retell the main points of a story, or describe an immediate past event. They will understand most of what an adult says if it is about the home, daily activities, and the people of their own lives. This increased language ability is an excellent way for children to learn new concepts.

Three-year-olds are learning rapidly. Many of them seem to understand that events have causes. They can solve problems if the problems are concrete, real, immediate and present, personal, and if they want to.

They are able to describe events in a cause-effect sequence, such as "She is crying because Cory hit her." Three-year-olds still have very little memory for past events, however, and may not understand "yesterday" and "tomorrow" the way adults do. They often repeat or redo activities or may do and undo actions such as putting a puzzle together. These sequences are important to later understandings of how things change and/or remain the same. Interest in similarities and differences is high. Three-year-olds can distinguish colors and begin to match and name colors, simple shapes, alike pictures (as in a picture lotto game), and are interested in features of animals which show they are different one from another.

Three-year-olds are acquiring a good knowledge of themselves and others. They know their sex and whether some other children, including brothers or sisters, are boys or girls. In multicultural groups, children become increasingly interested and aware of their own ethnic identities and those of others. Three-year-olds generally know how old they are and are proud of being very capable compared to babies and toddlers, showing they are beginning to understand the course of human development, especially their own. They do not, however, understand the differences between themselves and older children very well. They will try activities beyond their abilities, especially when grouped with older children. Adults have to watch for children's safety under these conditions, as well as protecting their self esteem or helping them deal with intense frustrations. You will find yourself explaining, "Of course Sarah can play 'Concentration.' She's five. When you get older, you'll do it too."

Three-year-olds are relatively easy to guide as they develop a good sense of what is permissible in your house. Sometimes, a new child coming into a group at this age will be extremely "shy" or hesitant to do activities and will need help in knowing it is all right to paint on the paper or use the bathroom. This hesitation, or a reaction to any kind of frustration or unknown situation, may result in regression--going back to earlier forms of behavior--such as crying at the slightest issue, tantrums, thumb-sucking, pants-wetting, and baby talk.

Providers sometimes find that, when three-year-olds are the youngest children in the group, they can be easily overstimulated by activities planned for older children. Too many field trips, too much noise and fast-paced activity, ideas for play themes which are too complicated for them to understand--these are all aspects of the day which can disturb and cause stress for threes. Three-year-olds, by choice, will mostly move happily through simple play, usually by themselves or near others. Early social contacts and first friendships, which do happen often during the fourth year, can accelerate rapidly into silly play and frantic running and chasing. These relationships are likely to be short-lived, with children wandering from one another to pursue their own interests in toys or carrying on a dramatic play theme by themselves when others leave.

Three-year-olds do need the opportunity to play with others of the same age. Sharing is easier now than it was when the child was two, but conflicts over personal possessions may still be expected. The amount of time the child spends in dramatic play increases significantly over that of the previous year. Children especially enjoy dramatic play related to dressing up, family and work routines, and playing animal roles. This is also a time when children are likely to play out scary themes because many things are just beyond their ability to cope, such as masks, big dogs, and monsters. Certainly, three-year-olds often need the comforting presence of a trusted caregiver, reassurance that the world is a good place, and, that they are capable people.

The sense of humor of a three-year-old is a joy. Threes enjoy all the things two-year-olds find funny. They also begin to understand some practical jokes and riddles.

At three years of age, children's longer attention spans make possible short, small group experiences, such as storytime or music time. Children are also able to spend more time at one activity and may become very involved in anything which is of special interest to them.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Increased development of large motor skills.	Provide opportunities for vigorous play indoors and outdoors. Provide opportunities for climbing, jumping, riding wheel toys.
Greater control over small muscles.	Provide opportunities for play with blocks in various sizes, shapes.
Interest in motor exploration and seeking causes.	Provide opportunities to experiment with faucets, tools, light switches, knobs, latches and any toy that moves, opens, closes, and comes apart. Provide a variety of manipulative toys and activities such as pegboard and peg sets, tinker toys, puzzles. Encourage children to dress and undress themselves, serve food, set the table, water the plants.
Increased development of language skills and vocabulary.	Provide opportunities each day for reading stories to children in a group or individually. Encourage children to talk about anything of interest to them.
Acquiring knowledge about how books work. Turn pages one at a time, begin to understand relation of spoken and printed word. May pretend to read story to doll.	Provide books for children to use by themselves as well as having these same books read to them. Read poetry and nursery rhymes. Read titles, point to important words on the page as you read them. Encourage children to retell the story and discuss the ideas and events.
Beginning interest in writing and recording of events.	Provide paper and markers for use in dramatic play.

	Let children share your thoughts as you make a grocery list or write a happy note home. If children tell a story about a picture in a magazine or an art production of their own, write it down for them.
Beginning understanding of number concepts. Usually can grasp concept of 1,2,3. Can count several numbers in series but may leave some out.	Count objects of interest; i.e., cookies, cups, napkins or dolls. When possible, move them as you and children count. Measure, and have children help measure and count as you follow a recipe.
Curious about why and how things happen. Intense interest in cause-and-effect.	Provide new experiences which arouse questions. Answer the questions simply and honestly. Use reference books with child to find answers. Help children do simple science activities: find what the magnet will attract; freeze water, ice cream; plant seeds; make a terrarium; fly kites on a windy day.
Beginning of classification and seriation (sequencing) skills.	Provide sets--toys and other objects that go together. Discuss similarities and differences. Point out sequences, for example in cooking, where one operation has to follow another for it to work well.
Dramatic play has more themes, combining gathering with "moving," "going to work," "going to day care." Packing bundles, wagons, etc. Showing planning ability and interest in transition.	Provide props, including dress up clothes for both sexes, camping gear, suitcases, briefcases, satchels, bags and purses, picnic kits, etc.
More interest in music, are beginning to be able to carry a tune, express rhythm.	Provide music activities each day. Sing songs, create rhythms. Encourage children to make up songs. Move body to music.

Play musical games, such as London Bridge, Ring-around-the-Rosie, Farmer in the Dell, etc.

Make simple instruments for rhythm band such as oatmeal box drum, rattles.

More interest in art activites.	Encourage free expression with paint, crayons, chalk, colored pens, collage materials, clay, woodworking.
	When children start to make shapes and designs, DO NOT ask them what it is. They may not know or care, and adult questions implying they should can be very discouraging.

Four-Year-Olds

A child just turning four has lived one-fourth more of her or his entire life than a child turning three. Four-year-olds are very different from threes. A lot has already happened, and this fifth year of life will also be full of developments that change children. You will note four-year-olds growing taller and more linear, that is, skinnier. Differences in physical build between individuals may be more noticeable. Fours feel good about the things they can do, showing self confidence and willingness to try new adventures.

Four-year-olds show increased control and interest in perfecting muscle skills. They also experiment with equipment they have been using for awhile, and they may climb the swing chain and suspend themselves from the bar frame upside down. You still need to watch them closely since they do not always accurately estimate their own abilities and can try some outlandish and dangerous tricks. They will incorporate variations of jumping and running into fast action play. They may also learn to:

gallop.
turn somersaults.
climb ladders and trees.
hop around on one foot.
pump themselves in a swing.

They race up and down stairs or around corners, dash on tricycles or scooters, pull wagons at full tilt. Indoors, some require frequent reminders, since control over this physical energy is hard to achieve. People may describe four-year-olds as "out-of-bounds", although it may be that adult expectations do not allow for enough expression of such exuberant interests.

Greater control and coordination of small muscles shows up in drawing, painting, and clay work, as children easily make circles, squared shapes, and some human and animal figures. This development of representing real people and things also shows an advance in thinking. Human figures usually start with circles; outstretched lines for arms and/or legs may come out of the head. Face features, fingers, toes may be added eventually, and later, figures may have a body. In dough or clay work, too, more shapes and figures will be noticeable. Some scribble flow may be placed on the top or bottom of a shape-and-design drawing and is distinctly not drawing, but early writing. This scribble may actually be conceived by a child as a title or story of the painting, or it may be the child's "signature." Toward the fifth birthday, some children will become interested in printed letters and numerals. If you have printed names clearly on their papers, they will copy their names. We suggest you check with your school district for the locally correct style of printing letters and numerals. Nearly everywhere, however, names should be modeled, noted, and recorded, with an initial capital letter followed by lower case letters, as:

Alice Pete Joy Franklin

Four-year-olds do many skills with their hands. They can be expected to:

Unzip, unsnap, and unbutton clothes.
Be able to dress themselves, except for difficult clothing.
Cut on a line with scissors.
Lace, but not tie shoes.

They can be independent in their own routine care. If they have had the opportunity to learn how, they will brush teeth, comb hair, wash, dress, hang up their clothes, and feed themselves. They will be learning to tie or clasp fastenings toward the latter few months of the year. They will set the table, pour milk from a small pitcher--usually without spills--serve themselves from a bowl or platter, and cut up soft foods such as hamburger patties or cooked carrots.

Children at this age are great talkers. They enjoy serious discussions and ask many questions. Their questions may express interest in details regarding such subjects as death and the birth process. When we hear them talk, it makes us think they are more grown-up than they are, because they talk about many things they do not understand and may not be able to understand fully. Language constructions, and fours' ways of saying things, are rigid, since they only recently learned some of the "rules" concerning how we talk. For example, we tell about more than one thing by adding "s" to a single word, but to four-year-olds that makes "mouses" as well as "horses." And usually all four-year-old past-tense words end in "-ed", so you might hear a story such as, "I goed to the back hall and put-ed the cat outdoors. He scratched me and hurted me." This will correct, in time, if the four-year-old hears it differently from adults. It should not be a source of worry. Four-year-old language may range from silly words such as "batty-watty" to profanity. Loud, boisterous laughter may accompany such language.

Their language also expresses some new understandings, as they start to show reasoning verbally. For example, Michael comes to Ms. Jervis and says, "If Cathy and Joe don't come, we can all sit at the kitchen table." Intellectual skills show through increased interest in classifying objects by a single property; e.g., "All the red chips go in this slot."

Four-year-olds may be expected to have a basic understanding of concepts related to number, size and weight, colors, textures, distance, position and time. In numbers work (early mathematics), for example, fours usually understand one-to-one correspondence. They can set the table putting one napkin and one spoon by each plate in front of each chair. They can "divvy" small amounts by dealing "one piece of apple for me, one for you, one for Junior." They can count a small number of items if they keep track of the actual objects one at a time, "one"--one spoon, "two"--two spoons, etc. But counting more than a few objects is a memorized sequence of words, and most children at this age do not keep up with their counting with the same number of actual objects for very long. Some four-year-olds begin to understand that the last item you count, or "six" for six spoons when you only need six, is the total, so that some children going on five can be sent to the drawer to "Get six spoons, please."

Four-year-olds understand the immediate passage of time. They will discuss yesterday's events realistically and may remember the change of seasons, or special past events, like holidays. They do not understand calendar time. Although they may memorize sequences such as days of the week, calendar activities are not meaningful for fours--or fives, for that matter. Planning is better done in terms of real events which will happen very soon.

Four-year-olds are acquiring many other concepts. They can use landmarks to find their way around a neighborhood. They understand different positions of objects, such as "behind", "far away", and "out in the yard."

These children are, however, still here-and-now thinkers. What they understand is tied to personal, recent, real experience. Memory is only beginning to function for recalling events. These children do not, as a rule, relate their own thinking to the viewpoint of others, especially older children and adults, although they might make an effort to talk to a younger child in a special, simplified way.

Four-year-olds' attention spans are longer; they will usually finish activities that are begun. They may even spend a good deal of time planning an activity before beginning. With a longer attention span, they can enjoy more group activities. They can listen as well as share in storytime and music time.

Four-year-olds understand and remember their own accomplishments and enjoy their own competence. To expect self-control from them is reasonable. They can feel responsible for their own behavior. They may offer help, and like to do real tasks, such as drying dishes--but they are not adults and do not do adult jobs like adults. They may cooperate and occasionally even sympathize with others.

Feelings are complex, as with all of us. Four-year-olds respond with easy laughter and great humor to many situations. They become very excited, especially with friends, when getting ready for a special treat or event. They also can become jealous of others' privileges and feel rivalry for brothers, sisters, and other children. Fears may be realistic, as of a power lawn mower, or vividly imagined. Monsters, the dark, and unknown places take on new dimensions. Four-year-olds can feel intense anger and frustration. Some have learned to be quite aggressive and may kick, hit, and break things. These children greatly need guidance toward positively expressing these feelings, instead.

The imagination of four-year-olds is vivid and often seems to have no limit. Imaginary playmates may be a part of the child's play. This imagination often carries over into real life through tall tales. Pretending to be mothers and daddies, doctors and nurses, grocers and shoppers, police officers and mail carriers are activities which occupy much of their time during play. These roles are often played with other children.

Children at this age enjoy being with other children and are more group conscious. Their new interests in peers and adults in the community lead them into many conversations and friendships outside the family. They will also do group activities and talk with others in group discussions.

Four-year-olds have a strong need to feel important and worthwhile. They especially appreciate praise for accomplishments. They need opportunities to experience freedom and independence.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Good balance and body coordination, increased development of small and large motor skills, great energy, full of new ideas for body skills.	Provide opportunities each day for vigorous play. Provide opportunities for the child to walk on a curved line, a straight line and a balance

	beam. Set up an obstacle course outdoors, with various challenges.
	Set up non-competitive "hopscotching" into and out of chalked squares or carpet squares.
	Encourage walking with a beanbag on the head.
	Games: "See how fast you can hop", "See how far you can hop on one foot", "See how high you can jump."
	Provide opportunities to throw balls, beanbags, and yarn balls.
	Provide target games such as tossing a bean bag into a pail or at a box with a hole cut, "bowling" by rolling balls at plastic bottles or empty milk cartons.
Ability to group according to similar characteristics.	Lotto games
	Group buttons according to color or size.
	Provide a mixture of seeds, sort as to kind.
	At clean-up time, sort blocks according to shape.
Increased understanding of concepts related to number, size and weight, color, texture, distance and position, and time.	In conversation use words related to these concepts. Play "Follow Direction" games. Say, "Put the pencil beside the big block", or "Crawl under the table."
	Provide swatches of fabric and other materials which vary in texture. Talk about differences. Blindfold the children and ask them to match duplicate textures. Do this game with shapes, food tastes, smells.
	Provide more complex construction toys: bigger block sets, "Lego" (tm) sets, "Tinker Toys" (tm), etc.

Interest in books increases. Become aware of the way letters sound and words are made. Interest in written communication increases. Skills may include learning to print name, copying other words of interest.	Provide books, read stories to groups and individuals. Talk about the way books work. Provide a "print rich" environment through easy access to books, other printed material, writing materials in table play and dramatic play along with art activities. Put labels on some items in the house, especially after a discussion; e.g., "refrigerator", "Menu for the Week". Let children see you writing lists and memos. Encourage children to dictate their own stories while you write them down.
Drawings and art express ideas.	Provide the opportunity for a variety of art work. Encourage the child to tell a story or talk about a finished project. Encourage the child to mix primary colors to produce secondary colors. Name the colors. Discuss the mixing process with the child.
Awareness of the world, and respect for life and living things. Increased understanding of own development.	Build a simple bird feeder, mount and provide food for birds. Record the kinds of birds observed and discuss this as children learn to identify birds by significant features: the red male and green female cardinals, the black cap and white cheeks of the chickadee. Ask the librarian for a resource book. Arrange field trips to various community locations of interest (park, fire station, police station). Help children care for houseplants. Plant a small flower/vegetable garden. Keep pets, such as guinea pigs, and teach children to care for them.
Enjoys dramatic play and using a vivid imagination.	Provide a variety of dress-up clothes. Encourage dramatic

play through props such as a cash register and empty food containers, tea set and child-sized furniture.

Provide miniatures and theme sets, such as a dollhouse or farm set with buildings, people, animals, fences, and trees, etc.

Five-Year-Olds

The "Fascinating Fives", as they have been so appropriately called, tend to be stable, well adjusted and reliable. Generally they are secure within themselves, calm, friendly and easy to get along with. They are highly creative if creativity has been and continues to be encouraged.

At this age, children have gained much control over gross motor skills. Many large muscle skills are beyond the practice stage and are incorporated into dramatic play. For example, running, galloping and tumbling may be skillfully executed while playing cowboys. Five-year-olds enjoy testing their muscular strength and motor skills. It is best, however, if children at this age compete with themselves for they are not yet ready for competitive contests. Losing can be a real blow to a five-year-old.

Some new motor skills which may appear during this age are:

running tip-toe.
skipping, alternating feet.
performing tricks, for example, standing on one's head.
performing dance steps.
jumping rope.

Five-year-olds can learn some complex body coordination skills, such as swimming, skating on ice or roller skating, and even riding an appropriate-sized two-wheel bicycle, if they have opportunities.

Small motor coordination continues to develop. The five-year-old may be able to accomplish:

tying shoes.
copying designs or shapes, letters and numbers.
catching small balls.
safely handling saws and hammers (still with some supervision).
printing own name, copying words of interest.
cutting out simple shapes with scissors.
drawing shapes and coloring them within the line.

Handedness is well established in most five year olds although they need practice in telling left from right. They may draw or paint pictures representing people, houses, sun in the sky, trees and animals. Occasionally, they tell the story as the art work unfolds, or may even tell you beforehand what they are going to draw.

Five-year-olds are, in fact, so skilled with their bodies that adults, wrongly think they have grown equally mature in thinking skills. Many five-year-olds give that impression too, because they are such constant talkers and ask many questions. Talking accompanies activities of many kinds, so that fives seem to be talk-think-move people, with it all happening at once.

Fives can use language effectively and, mostly, like adults. They will tell daily experiences, talk about reasons, and especially are fond of "...Because...". Therefore, they are also able to argue or to give reasons for their behavior and misbehavior. They can understand and use some comparative terms, such as big, bigger, or biggest. When they retell the story, they may still not be able to remember the sequence of events although their memories are improving as skills grow. Five-year-olds may use language playfully and creatively, making up rhymes, stories and songs.

Children may be expected to have mastered most language sounds by this age. Vocabularies are growing. Sentence structure is usually more complex.

Five-year-olds are beginning to develop ways of thinking about events which relate one to another, in new, more mature ways. This is due to a combination of greater memory, more reasoning, more years of experience, and some growth in their abilities to think and solve problems. With a history of successful and independent activities, they can feel very confident at this age.

Many five-year-olds begin to collect and classify things. Intellectual growth is shown in their ability to think through and solve simple problems. Intellectual skills which may be demonstrated are:

identifying a nickel, penny, dime.
discriminating differences in weights, sizes, colors and textures.
reciting 10 to 20 numbers in sequence.
counting objects and understanding a total of five to ten.
matching pictures, finding "hidden" objects in some pictures.
knowing own address and town.

At this age, children have a better understanding of relationships among people. They may be able to realize the caregiver's family ties, and the similarities and differences among families of other children at a day care home. Fives understand time and its passage better, so it is easier to explain the needs of your schedule to them. They also can tell yesterday from a few days ago, and grasp the idea of tomorrow as a real day after today.

The attention span of five-year-olds increases noticeably. This means fives can ignore distractions when their attention is absorbed in a topic of interest. They can listen to longer stories and learn through adult instruction if appropriately action-oriented. They still learn mostly through hands-on play with experiences in their own real world. Fives enjoy planning a project in detail and are generally patient and enthusiastic about completing the work even though the activity may extend over a period of several days. It becomes important to complete work that is begun. Fives may need time alone, without interruption, to work out their ideas.

Five-year-olds enjoy each other and show increased cooperativeness in their play. They are more sensitive to the needs and feelings of others around them. It is less difficult for them to wait for a turn or to share toys and materials. They especially enjoy dramatic play, which is usually done with other children. Arguments may erupt over role assignments and rules, but these are often solved by the children themselves.

Adults are still very important to five-year-olds. These children may find your attention a much greater need than play with peers. Adult approval is powerful in shaping five-year-old behavior. They are often quite aware of what brings approval and may be critical of other children, as well as deeply embarrassed by their own mistakes.

A charming characteristic of five-year-olds is their growing sense of humor. At this age, they enjoy jokes, nonsense rhymes, or songs and riddles, but especially enjoy sharing laughter with adults. They are generally less fearful, perhaps because they understand the world better.

There are several issues that are significant because of special circumstances with five-year-olds. For one thing, many five-year-olds will be going to kindergarten. This means special planning and scheduling for a caregiver. You may even be responsible for delivering and picking up the child at school. Meals now have to be served around school hours. For the children, it means long hours and tiring activities. It may mean demands on an active child to sit still too long and do less interesting seat work. Stresses can mount for five-year-olds when schools increase demands for developmentally inappropriate activities. The stress may be expressed in fatigue, wild activity, or lowered interest in play, loss of appetite, and for some children, headaches, and stomachaches. Caregivers should be aware of the great need for fives returning from school to rest or play by their own choice, to be free from adult-directed activities for awhile, and to catch up with group happenings. Afternoon kindergarten children need to be paced carefully during the day care morning with a balance of rest and activity. All day kindergarten children need to be given every consideration when they return to your home as they may be very tired, very talkative and needing to share the whole day, or simply, very hungry.

Five-year-olds are also sometimes in the position of having been in the same child care setting for several years. This means the caregiver is challenged to provide new, different activities. Depending on the mix of ages, five-year-olds in home group care can be exploited because they are such "good help with the young ones", or they can be put under considerable pressure to keep up with an older group of school-agers. Because five is a transition age in our society, caring for five-year-olds requires much sensitivity on your part.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Good sense of balance and body coordination.	Encourage body movement with records, stories and rhythms. Skipping to music and rhymes.
	Teach simple folk dances.
Tremendous drive for physical activity.	Provide play which encourages climbing.
	Encourage sack-walking, "twist-em" games, tumbling on a mat.
Ability to distinguish right from left.	Play games which emphasize right from left. Games require responses to directions such as "Put your right hand on your nose" or "Put your left foot on the green circle." "Hokey-Pokey", "Looby-Loo", "Simon Says" are other games to use.
Development and coordination of small muscles in hands and fingers.	Encourage opportunities to draw, paint, cut, paste or mold clay. Provide small

	peg games, puzzles, and other manipulative toys. Sewing with large needle and thread. Provide carpentry experiences and take-apart activities with junk clocks and appliances. Help children learn to repair toys and books.
Discrimination between weights, colors, sizes, textures and shapes.	Encourage sorting games, sort rocks as to weight; blocks as to weight or shape; marbles or seeds as to colors. Match fabric swatches.
Interest, skills in reading and writing continue to develop.	Continue to provide many books, a "print rich" environment, labels, dictated stories and writing equipment.
Increased understanding of number concepts.	Count anything of interest -- cookies, napkins, cups, leaves, acorns, trees, children, chairs, tables, books, drums, bells, number of children absent, rungs on the ladder.
	Identify numbers visible on the clock, on measuring containers or other devices.
	Help children cook, following the recipes.
	Measure children's height. Help them make a wall chart of their own growth.
Increased understanding of organized concepts: Classification and seriation.	Provide many materials to sort. Encourage children to put away groceries by the category of food: fish, vegetables, cereals, etc.
	Ask children to stack pots and pans or pile lids in order of size.
	Challenge children to build stair steps with blocks, then count the increasing number in each pile.
Interest in jokes, nonsense and riddles.	Read humorous stories, riddles, and nonsense rhymes.

Interest in creative and dramatic activities.	Move body to dramatize the opening of a flower; falling snow, leave or rain; wiggly worms and snakes; blowing wind. Dramatize stories as they are read. Good stories to use are Caps for Sale, The Three Billy Goats Gruff, The Three Bears. Provide puppets and encourage children to tell stories with puppetry. Provide equipment and props with which children can play school, and community themes such as store, hospital, and favorite super-hero and TV themes.

Early School Age—Six- to Eight-Year-Olds

Building on the important developments of the first six years of life, young school-age children seem to settle down to a steadier pace of growing and learning. Gradually, through the years of being 6, 7, and 8 years old, children are becoming more interested in real life tasks. They learn to do complicated jobs and derive satisfaction for work well done, especially if adults are still on hand to appreciate them.

Physical growth slows. Weight and height gains are moderate and usually fairly steady. The changing of teeth, with permanent teeth growing in, gives a special look, since these are adult teeth in child faces. Over these years, the lower face bones grow, and nose cartilage hardens, shaping and changing a child's looks. Bodies stretch and grow taller and slimmer; arms and legs grow long, but not yet heavily muscled, so they may seem even spindly. Inside the bodies of early school-age children, organs are growing and maturing. All of the growth means that these children still need careful attention to their nutrition and their needs for both activity and rest, in alternating cycles, throughout the day. Since this is not often carefully planned, children of this age become easily tired. A short rest may be all that is required or even a quiet, relaxing few moments of doing nothing.

These children also still need food at more frequent intervals than adults. The after-school snack is important.

Early school-agers show a lot of energetic interest in moving their bodies. It is a period when children want to develop their coordination and perfect complicated motor skills. Young school-agers may not be aware of their limits; however, accident records show an increased incidence of fractures in this age group as six-year-olds fall out of trees and break arms and eight-year-olds try to ski-jump off a frozen roof. It tells us we still need to watch over them.

During these years, children may become skilled on skates, as swimmers, gymnasts, and usually on bicycles. They may be very interested in ball-handling skills of all kinds. Active play also involves jumping rope, running, climbing, and games such as hop-scotch, tagging games, hide-and-seek, kick ball, etc.

The desire is no longer merely to do something -- climb, throw, swim, run or ride bikes -- but to do it increasingly well. The desire for recognition of achievement from peers and adults is becoming stronger. Children of these ages are not really interested in competitive sports, or any competition, for that matter. However, these ideas are being imposed on children by adults who want the glories of such achievement, and who think that earlier training leads to more athletic success. This kind of pressure for organized team competitions in sports and other achievement projects has been identified as a source of increasing stress for young school-agers. They are simply not developmentally ready for such mature interests.

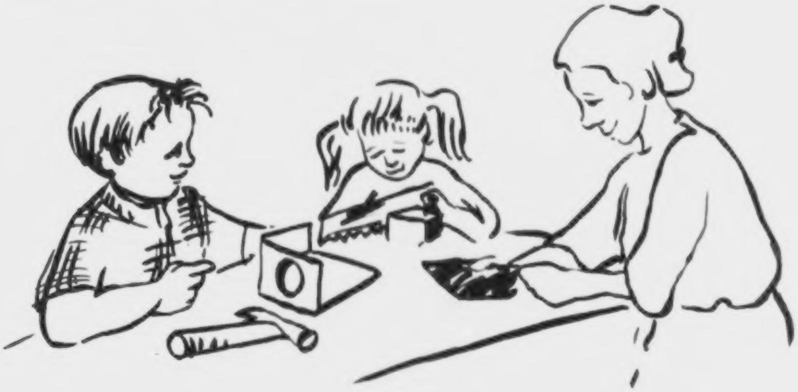
Performances of eye-hand skills are improving, but by no means reaching adult levels. Six-year-olds still reverse some letters as they print; sevens and eights start to write in "cursive" writing, but it is usually large and labored. Outside school hours, these children have ongoing interests in a variety of art and craft skills. They learn to use art tools well. They become skilled enough with scissors to cut paper dolls, for example. Woodworking skills also increase. Simple carpentry is within the ability of six-year-olds. By the age of nine, children are planning and building models, birdhouses, tree shelters, club houses, and simple furniture.

The language of school-age children becomes increasingly competent. The ability to articulate clearly becomes nearly complete. Both speaking and listening vocabularies more than double. The child adopts the more complicated language structure of adults. This is the age period when children are increasingly able to enter into the world of written language, both in understanding and in writing creative letters, stories, poems, and plays. Reading skills, too, are sufficient that reading may become a major interest with some children, and books of many kinds are sought and used. The children become aware of spelling and, if successful and encouraged, will play spelling and word games with joy. Because their language skills are much more adequate, these children are able to communicate their own thoughts and feelings more accurately. Whether they do or not depends on their feelings about the world and the people they are with.

Intellectually, the child's capability soars to new heights. In these years, the child becomes capable of more flexible and systematic thought. Open to different points of view, the child can also consider more aspects of a problem and analyze different relationships. Children at this stage of development are learning to work through problems in their heads. They remember strategies that have worked before. They may talk to themselves as they think through a problem and the possible alternative solutions. This seems helpful and should not be discouraged. Children can also stop, go back, and check their reasoning to a greater extent. Space concepts of speed and distance begin to make more sense. Children at these ages are capable of much more outgoing projects and of deferring rewards. They are increasingly able to classify and collect things on a more complex basis, understanding that things relate to each other at the same time in various ways. Intellectual skills can be demonstrated gradually through the years in:

using maps and following complex directions (about 8 years).
telling time (about 7 years).
distinguishing kinds of automobiles, or dogs or other things (depends on interest).
developing arithmetic and science skills (increase with age).

These children are extremely creative thinkers and will produce many novel ideas and problem solutions, especially if given praise and support for good thinking. Their attention span can come under their own control, and in most children it will be as long as their interest lasts, or until the project is finished, the problem solved, or the argument resolved. Thinking becomes more internalized. Children rely less on perceived appearances and more on the results of their own thinking, memory, knowledge, and experiences with personal strategies that have worked. They understand magic, are interested in tricks, and can tell the differences among "know", "guess", and "maybe", and between "truth" and "lie."



Development of different kinds of mental abilities means that school-agers become less dependent on hands-on experience with real objects for learning although this continues to be a major source of information throughout life. But school-agers become able to learn a great deal on their own, through books and audio-visual media. They like computers, which they can learn to use well. They can become very involved in discussions with adults and other children. They learn from adults' demonstrations and relating of interesting ideas and facts. They are increasingly able to understand what they have not experienced, such as life in other cultures, space travel, etc. Young school-agers seem to be able to manage increasing amounts of "seat work" in school with little complaint, especially if they are successful. Six-year-olds nearly always like school. Many children begin to feel less excited about it as they grow older, and by eight, children like to go to school mostly to be with friends.

School-age children enjoy group activities. They are capable of more complicated and extensive peer relationships. Doing things together, teamwork, and doing things by the rules become very important. This age group is fascinated by rules and often develop games with extensive and very specific, made-up, rules and rituals.

Their social skills and developing independence from adults makes for an attraction to clubs and secret groups as they grow toward the middle grades. They experiment with including and excluding children and become increasingly concerned with sex-role behavior, what is acceptable for boys and girls. Six-year-olds still play in mixed sex groups, but even at this age, each sex seems to prefer friends of its own group. By the ninth year, there is a noticeable, and much discussed, separation between boys and girls in friendships and play preferences.

This is a period of self discovery for children. Their families are still the main source of security and of people who are significant in effecting the way a child sees himself or herself. As children grow toward the middle grades, peers become more important as a source of feedback about oneself.

Most adults see this as a period of happy, calm activity, and it often is. But also children of this age start to "internalize," or hide and not communicate feelings. Because these young school-agers have strong desires to perform well, do things right and please adults, they are very sensitive to criticism. They fear school failure and rejection by parents and friends. Six-year-olds are often assertive, even bossy, and still very confident. By the age of seven, many children become quieter, more polite and thoughtful of adults, and more subdued. They are not as interested in taking school work home to show and generally exhibit decreasing confidence in themselves. Eight-year-olds find renewed optimism, it seems, through their greater interest in friends their own age. These children start to seek a sense of security in groups, organized play and clubs, and in themselves. They will seek some privacy and time to be alone.

It is clear that early school-age children need lots of adult attention, supervision, and approval. Providing care for young school-agers requires a different program of activities, with great flexibility on your part. Children's needs change daily, based largely on happenings you have not shared, so you need to be ready for anything. Your knowledge and experience can help them through their own questions about their growing bodies, their capabilities, and their popularity with other children. At times, you may have to convince them they are worthwhile. The key concept on your part is acceptance of these children each day and in every way, for what they are. Providing support they need as they grow--without pressure for them to hurry, achieve more, and do better--puts you in a special position, as a loving, caring person in their lives.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Perfecting coordination of large and small muscles and perceptual motor coordination.	Active games involving catching, throwing, running and sequential actions.

	Dances, rhythmic behavior, gymnastic activities, tumbling and aerobics.
	Table games, card games, musical instruments, complex construction sets, materials for writing, art projects, blocks, building miniatures and models.
Desire for social activities and peer relationships.	Clubhouses, board games, group projects, jigsaw puzzles.
Desire for greater independence from adults.	Chores, private areas, encourage greater responsibilities.
	Individual reading area.
Desire for accomplishments and producing things.	Models, cooking, craft projects, music lessons and woodworking.
Understanding relationships in the world.	Science activities, collecting, cataloging (trees, cars, insects), social games.
Increased problem solving.	Play with puzzles, experiments, do math games such as dominoes, money games, Monopoly (tm) etc., democratic discussion, working out arguments with peers.
Reading, literature, creative writing, journalism.	Produce stories, scripts, music for plays and puppet shows.
	Produce newspaper, books of own writing.
	Record events, trips, experiments.
Greater awareness of the world.	Look at films, take trips to museums, workplaces and other neighborhoods.

HIGH FLYER
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Late School Age—Nine- to Twelve-Year-Olds

Children are in school less than half the time that parents are working and away from home. Many parents have become alarmed at the number of harmful possibilities which can happen during non-school hours. Many parents feel children of all ages need adult help and guidance to fill these hours with happy, social activity which helps them grow, develop, and learn. Family day care home providers are occasionally asked to include older school-agers in their groups. So we are including a brief discussion of development during this era.

It is an uneven time for the sexes, with girls as much as two years ahead of boys in progress toward physical maturity. Both sexes are likely to grow slowly until just before puberty, when a noticeable growth spurt may take place. Children seem to grow sturdier as muscle strength increases. They are somewhat more resistant to common illnesses. The appearance of secondary sex characteristics by nine or ten years is not uncommon. Some girls will begin to have menstrual periods within this age span.

Both body strength and hand dexterity increase. Coordination and reaction time are improving, and motor skills can be very smooth and highly accomplished. Older children like to use their bodies and will work hard to polish skills. Some become intensely interested in competitive sports.

Children of this age can use language well. Many will become interested in words for their own sake and will try many new words in conversation. Because these children have had several years of school experience, their interest in reading and writing may depend largely on their history of success or failure in school. If they have mastered the mechanics, school skills can now be used for gaining information, solving problems, and designing projects, as well as pursuing individual interests and for recreation activities and games with others. Creative writing, of poetry and stories which express feelings and thoughts, has been used successfully by many programs for children who do not like school work. And children who feel badly about reading can be guided into picture books, magazines, and how-to books with written plans for projects to build.

For example, Mrs. Valeri sympathized with Cal, a fifth-grader in her home care group, who could not read well. It did not take long to find out that Cal was excited about fishing. His dad took him along occasionally, and these were very special outings. Because it was a good time to take the group on a field trip during a school day-off, Mrs. Valeri took the children to a conservation display of game fish and casually picked up a brochure about local fish and fishing. Cal was enthusiastic; he liked the trip; they read the brochure together; and he took it home to read to his dad. Later in the week, Mrs. Valeri took the children to the public library after school. Mrs. Valeri and a librarian helped Cal apply for his own library card and check out a book on fly-casting. One thing led to another, with Cal's family enlisting the help of his teacher. That was years ago. Cal recently graduated from college and took a job as a fish biologist with a state park system. Mrs. Valeri smiled all the way through the graduation ceremony.

Older school-agers continue to grow in thinking abilities. Some children seem to be interested in gathering information on a variety of topics, while others have intense special interests, collections, and hobbies. Judgments gradually become fairer, more mature, as children seek to sort out their thoughts about the relationships of the people in the world.

By age 11, these preadolescents are thinking about careers and may be very specific about what they do and do not want to learn.

Fantasies about the future, "daydreaming", become common--and children need time to do it. Nine-and ten-year-olds seem very content with themselves and fair in judging their own behavior. They are able to accept responsibility for what they do. Outbursts of anger and frustration are less frequent and under more control with these children. The self confidence of upper elementary grade children may be expressed as they take initiative, show modesty or make self-depreciating remarks when praised, speak casually about their achievements, and are genuinely cooperative and appreciative of the accomplishments of others. They are "good sports."

By the age of 11, many children are already feeling the doubts and anxieties of early adolescence. Belittling or defying adult authority is not uncommon. Yet these pre-adolescents need to be noticed and responded to by adults. More than that, they need to be understood, accepted, and liked for what they are. It is the beginning of an especially sensitive period of development.

The children in this age group are more aware of the realities of life. They handle some stresses well, especially if they are generally strong people emotionally. However, they also have new sources of stress, in addition to the family problems, personal and school difficulties which have contributed before. They now have the mental capacity to understand local and world news. Children of this age are, in some cases, despairing and deeply depressed about the possibility of nuclear war. They respond with upheavel when a space craft blows up and bits of bodies of the astronauts are retrieved. They mourn for the dead. They are frightened when a nuclear energy plant goes haywire and people are killed or displaced. They think about and imagine themselves in the place of refugees. The reality of these possibilities is more severe, since they have discovered along the way of growing, that adults do make mistakes, and that even trusted, competent grown-ups do not solve these problems satisfactorily. As with most stresses, your being a good listener helps. Children need to talk about these situations. And they can take heart--there are ways in which they can improve the world when they mature. All the problems are not solved; the challenges are still there.

Older school-agers like their friends. Group activities may be highly organized, as in scouting, 4-H, or competitive sports. Companionship is important at all times of the day, in and out of school. Day care programs which include these children, therefore, find greater success when there are two or more at this age level, especially of the same sex. Friends find many ways to strengthen their bonds: secret codes, special shared word meanings and made-up languages, passwords, and elaborate rituals or codes of rules. Close friends are almost always of the same sex although children in this age group are usually increasingly interested in peers as sexual beings.

One of the pitfalls of caring for children in this age group is the temptation to rely on their help with younger children and household tasks. True, they need real jobs to do and can feel very good about teaching younger children something they know. But you need to work out carefully with school-agers, the expectations you have for their behavior regarding tasks in the home and their responsibilities to the group. As always, the details of the plan should be based on what is best for this child at this time.

Caring for children in this age group poses challenges to your patience, since they often feel they do not need any adult care. Yet when they are left to care for themselves, they are lonely, unhappy, and sometimes frightened. At best, they stay home passively watching TV through many hours. Your program for their care can provide richer activities, more support for their growing interests, and an open, companionable feeling of acceptance. They need it.

PROVIDING FOR CHILDREN WITH SPECIAL NEEDS

Handicapped Children

Many family day care home providers care for children who are disabled in some way, are developmentally delayed, or who have a special condition requiring attention. Providers should approach the question of caring for a handicapped child in the same manner as with any child: "Can I meet the child's particular needs?"

Children with a handicap benefit greatly from being with other children, and other children benefit as well. Everyone involved learns that a disability is but one aspect of a person's life.

In determining whether you are capable of meeting the needs of a child with a particular disability, talk with the parents about the necessary physical environment and special care required for their child. An important consideration is whether you have resources available which offer information and assistance to both the parents and you. You may need to learn about support systems in your community, and people with special training who can help you carry out a good learning program for the child. See Chapter 10 for some ideas of how to contact these agency people. The list of resource books at the end of this handbook also contains some suggestions.

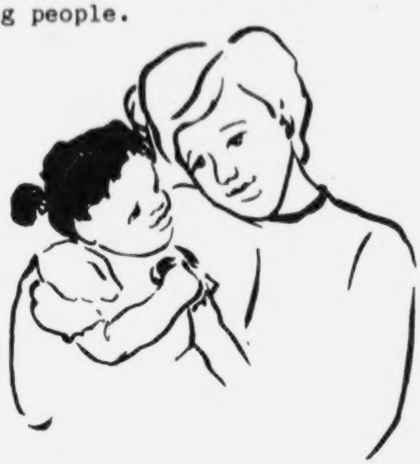
Children Who "Hurt"

The evidence is mounting--life is not getting any easier for children. Stressful conditions of today affect children. Stress is an actual body reaction to demands, pressures, or excitement. All stress is not harmful, but when it is caused by situations which are fearful, and when these pile up on a helpless-feeling child, the effects can hurt children greatly.

Generally, the younger the children, the less well they cope with stress, and the older they are, the more competent they are in dealing with life's difficulties. A major cause of stress in children is the developmentally inappropriate expections of adults. The effects of severe and prolonged stress can be cumulative; that is, stress can build up in children, and can result in health problems and learning difficulties that show up, or get worse, as children grow older.

Most day care providers will sooner or later care for a child who suffers from circumstances far beyond his or her control. Poverty, divorce, alcoholism, violence, mental or physical illness, drugs, dislocation or death can disrupt or destroy family life. Children may be expected to carry too much responsibility too soon or to achieve too much, too fast. In addition, factors outside the family, such as conditions at school or within a neighborhood group, can deeply affect children. Adults cannot always judge the severity of the child's emotional and physical hurting, because children understand situations differently from adults, and adults cope better. Individual children differ in how they define and cope with stress. Even among children in the same families, one child may be "tougher" while another is more "tender" and less able to handle problems.

How can you tell when children hurt, when problems are too much for them, or when crises have pushed a child beyond her or his ability to cope with them? Any change from a child's usual behavior might be a signal. Fatigue, loss of appetite, lack of alertness or attention, excessive crying, or changes in skin coloring, or sleeping patterns, are signs any child might give, even young infants. Changes in toileting habits may be a sign in toddlers and older children, and frequent urination, constipation, and diarrhea could indicate trouble in anyone. Children may also go back to troubled behavior of an earlier time in their lives, or "regress", doing such things as thumb-sucking or throwing tantrums. If a child starts to show a tense condition such as fingernail biting or stuttering, it is a good time to raise questions. Over a longer period of time, children can develop headaches, stomachaches, "shyness" patterns, or some hard-to-take behavior, such as breaking things and hitting people.



How can providers help children trying to cope with harsh realities? Simply wanting to help and to offer support is positive. Ignoring the real hurt, the confusion that the child feels, does no good. Treating the child like a fragile creature who cannot be hurt is pointless because the child already hurts. Children often assume they are to blame. A child in pain, like an adult, needs more than a hug and an "everything's o.k."

The following guidelines may aid providers trying to help:

- Create situations in which the child can share feelings.
- Treat what the child tells you as privileged communication. Keep her or his confidence and faith.
- Help clarify what the child is feeling and let the child know that you understand and accept her or his feelings and fully accept her or him.
- Be honest with the child, without being discouraging.
- Help the child find any information which might increase her or his understanding.
- Share your strength and support. Let the child know you are working on the problem together.
- Avoid expressing anger or moral indignation towards the child's parents, particularly in the child's presence.
- Do not make any promises you cannot keep.
- During crises, children are often struggling to understand. You can help by putting the situation into terms the child understands.

Parents need to know when their child is hurting. Without betraying the child's confidence and without putting the parents on the defensive by becoming angry or moralizing, you may help the child by steering the parent toward sources of help.

Children Suffering from Abuse and Neglect

One kind of hurting which children suffer is very direct. Every year more than a million children of all ages in the U.S., are reported to be abused or neglected. Knowledgeable people estimate that there are twice that many cases which are not reported. Child abuse is any action, or lack of it, which results in harm or risk of harm, to a child. These actions include those done by any person who is responsible for the child at the time.

There are three reasons why you need to know a lot about child abuse when you provide day care in your home. First, you need to be aware of the behavior which signals that a child is undergoing mistreatment, because one thing you must do is report suspected abuse or neglect. This is the way that professional help can get to the child and family.

Second, you need to be aware of the powerful difficulties in adult lives which lead to such dreadful circumstances for children. This helps you to understand and to be nonjudgmental. It helps you to work with family members, giving the support they so badly need, and modeling skills in positive guidance techniques which can help them find better ways to deal with children. It is the best prevention effort you can offer. You also need to be truly sensitive to the possibilities that you, or other members of your household, could react abusively to children. Knowing such possibilities is the first step toward preventing such tragedies.

Third, you need to know how to help these children. They are in serious danger, not only immediately, but developmentally as well. Child abuse endangers growth and learning. The effects may never heal if abuse and neglect continue.

Several kinds of abuse have been defined:

- Physical abuse-- battering causing bruises, cuts, welts, burns, and fractures of bones, sometimes injury to internal organs and brain tissue.
- Sexual abuse-- intercourse, molesting, and exploiting, as for pornography or prostitution.
- Emotional abuse-- actions which do significant psychological harm to a child, such as cruel restrictions (locking a child in a closet, or tying up child), knowingly allowing child's psychological problems to go untreated, continual belittling, etc.
- Physical neglect-- inadequate supervision or abandonment, unsafe or inadequate shelter, food, and/or clothing, neglect of illness or medical need or handicap, neglect of educational mandates.
- Emotional neglect--not providing nurture, care, and psychological support.

Any of these circumstances might be cause for legal investigation; sometimes several of these exist at the same time. All of them damage children.

Usually there are several specific clues in the behavior of children, in addition to the general stress symptoms we have already discussed. Before reporting suspicions to the county Department of Social Services, or on the Child Abuse Hot Line (1-800-362-2718), it is well to look for a pattern of behavior in a child and family. There are usually several indications that are suspicious. Table 1. gives a brief list of these. You should also seek a special two-hour training course for mandatory child abuse reporters, such as child care workers and day care home providers, given by the Iowa Department of Human Services. Your local human services office can tell you when and where this training is given. Reporting suspected abuse is confidential; your name will not be revealed. After you have given your information, the professional social service staff take it from there.

You may have children in your care who are already protective service cases. Caring for these children requires understanding, patience and knowledge. Particularly important is the ability to work with the child's family in a supportive, nonjudgmental manner.

Abused or neglected children tend to demonstrate excessive behavioral extremes as Table 1 shows. Some will be very active, others withdrawn, either way demanding unusual adult attention. However, they often reject emotional closeness. They may have unusual difficulty relating to either male or female adults and other children.

Working with these children requires a support network for you that includes advice, training, and other assistance. If a child is already under the supervision of Human Services, the staff there can be a source of special help. There is also a reading list on the topic in the back of this handbook. All of the careful guidance and developmentally appropriate teaching suggestions in this book can provide the supports these children especially need to get back on the track of healthy growth and development.

Table 1. INDICATORS OF CHILD ABUSE[1]

In the Child

Has bruises or wounds in various stages of healing.

Has injuries on two or more places or sides of the body.

Has injuries child or adults says were from a fall, but no injury is present on hands, knees or forehead.

Has burns shaped like doughnuts, or ovals, or imprints (from a cigarette, stove burner, etc.) also scalding immersion.

Does not want to leave for home.

Is dressed inappropriately for weather.

Shows discomfort when sitting.

Shows unusual, too-mature, sexual knowledge or play.

Goes back to very immature behavior, regresses.

Behavior changes suddenly and/or radically.

Withdraws, watches adult intently, may stay near, but does not seek contact.

Is wary and vigilant of all changes in environment.

Is very aggressive.

Is emotionally immature, has poor self concept.

Shows lag in intellectual function.

Seems to expect abuse, may shield self.

Tells of abuse, discusses unusual and abusive circumstances, reveals these in own stories, interpretations, and drawings.

In the Adult

Shows unrealistic expectations for child.

Relies on the child to meet own adult social or emotional needs.

Lacks basic, culturally appropriate, childrearing knowledge and skills.

Involved in substance abuse.

Was abused in his or her own childhood.

Stress Conditions in the Family

May be positive or negative changes: moving, new baby, unemployment, divorce, etc.

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[1] Table 1. was adapted from: Meddin, Barbara J. and Rosen, Anita L. Child Abuse and Neglect: Prevention and Reporting. Young Children, May, 1986, pp. 26-30; and Roscoe, Bruce. Intellectual, Emotional, and Social Deficits of Abused Children: A Review. Childhood Education, May/June, 1985, pp. 388-392.

CHAPTER 6
GUIDING AND DISCIPLINING CHILDREN

Remember in the last chapter, we discussed the point that all behavior is caused and has some purpose? This is true of all misbehavior, too. Providers have two challenges when children misbehave: (1) To find out what made the child misbehave and (2) To figure out how I can help her learn differently. Stress often causes misbehavior. Many causes are physical discomforts, such as poor nutrition, illness, hearing loss, fatigue, or clothing which doesn't fit. Some causes are environmental, including high noise level, small overcrowded spaces, clutter, and uncomfortable temperature or humidity.

Children's fears or worries, for example, about storms, animals, strangers, darkness, being left alone, or unknown places, can cause behavior that bothers adults and should alert them. Behaviors such as whimpering, clinging, crying, or refusal to do an activity are symptoms that something is wrong with the child. In addition to all these possibilities, misbehavior is often caused by things caregivers do, or do not do, such as making children wait, not having enough food or supplies, pressuring children to fit into a rigid adult schedule, assigning unfair work or offering activities which are too easy or too hard, comparing children to one another, or actually insulting or provoking children by saying something unkind, such as, "Oh, he's just a slowpoke." And there is a cause of misbehavior which we often overlook--sometimes a child simply does not know the right or best thing to do and tries something she or he knows.

Although causes are as varied as the children are individuals, the purposes children have are much fewer in number. They want to please adults, solve their own problems, and feel better about themselves. When caregivers talk among themselves, you can hear the reason, "Well, she's just doing that to get attention" as if that were a bad reason. But it isn't. If children seek attention, it is because they need attention. The way they do it may have to change, but the need should also be met in some way. Young children do not plan; they "do." Their behavior is an expression of what is going on with them at the moment. Older children are usually less impulsive and more able to plan what they do. But a misbehaving child at any age needs attention and help.

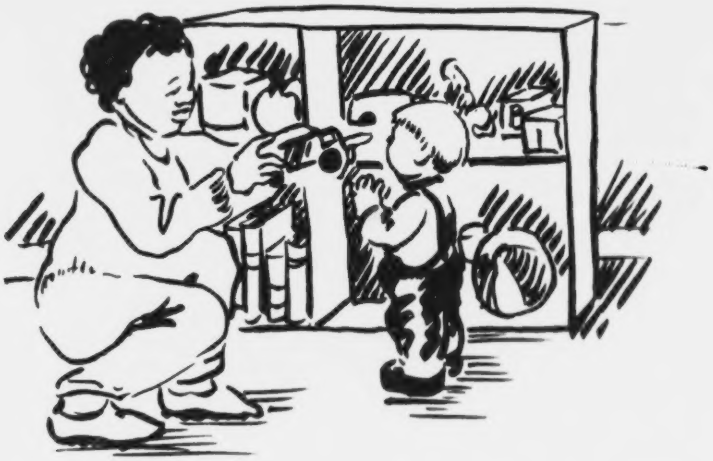
The children who come to your day care home are individuals. No two children can be handled in exactly the same way. Day care home providers must know how to handle behavior problems. If each problem is handled wisely, both you and the child will feel good and be more likely to enjoy each other. This chapter offers some guidance suggestions that may be helpful. You are the person who decides what is likely to work best for a particular child.

SELF CONTROL IS THE GOAL

One of the most important developments in children is their self-control. Under the age of two, nearly all control comes from adults. The child needs to be restrained by "no's" and by having the environment arranged to prevent problems. As time goes on and with proper guidance and discipline, children learn to provide their own "no's". They slowly develop their own code of behavior. The growth of self-control should be the goal of discipline.

Children gradually learn self control as they become able to do things for themselves. They learn to make choices by having choices to make about their own activities. As they develop through the first three or four years of life, and thereafter, they need reasons for your expectations, so they can learn to be reasonable people. They need your help to anticipate the consequences of their behavior. They need limits defined, so they know where there is leeway to make decisions and where there is not. Their own control is strengthened as they choose within the limits. As children grow, adults use more flexible limits, until, hopefully, the child takes over, setting his or her own limits.

Self-control is never easy, even for adults. For children it's harder because of their inexperience and immaturity. They don't yet know the consequences of behaving in certain ways. They need to find out what are the acceptable ways of behaving. Adults help children develop self control by providing patient, consistent guidance which helps children learn what to do.



CHILDREN LEARN BEHAVIOR

Children learn behavior and attitudes through playing and talking with parents, brothers, sisters and other important people. A child's behavior is influenced by others.

Children learn appropriate behavior partly by trying and observing. Children push to find the limits. Arguments or whining can be tried to see whether this behavior gets the desired adult response. The ways people respond teach children what behavior is acceptable, and what works. If the child's behavior is happily rewarded, he or she usually repeats it. If there is no reward or a negative result, the child may learn not to behave that way. What makes it tricky is that children learn by what actually happens, not what they are told. Adults often reward negative behavior without knowing it. For example, adults say "no running in the house," but in fact children run in the house and nobody does anything about it. The message is "running is okay sometimes." Some children who are often ignored may feel any attention is positive, even adult anger or punishment.

Children come to the day care home having already learned behaviors and attitudes. Their individual personalities are reflected in their behavior too. Some children are happy and cheerful most of the time; others are shy and quiet. Some children will cry easily. Occasionally there will be a child who seems frightened or angry.

Do not blame the parents for a child's behavior. Most parents are doing the best job they can. They behave as parents, in the ways they have learned mostly from their own parents and friends. The role of a parent is a difficult one. Sometimes they have to raise children with little money, heavy work loads, inadequate help, and poor physical or mental health. You can help the parents feel good about their child by listening and talking with them, by suggesting new ways to handle problems, and by sharing the child's achievements with them. You can discuss guidance and discipline techniques. Share with parents the reasons for what you do. Children may learn behaviors in the day care home that parents find unattractive. Parents and providers have to work together to help the children learn appropriate behavior.

Children Learn by Imitating

Adults are models for the child, whether we realize it or not. Our own self control, or lack of it, shows children how to behave. If we are angry, and express it verbally as, "I am very angry right now, because it was clean-up time and you brushed paint on the easel instead of washing it off," then the child learns a positive way to deal with anger. If we hit or smash something, the child learns that as a way to express anger. If you find a tricycle with a loose platform and you say, "I'll get the pliers and we'll see if we can fix it," the child can learn how to solve a problem.

With young children, say under the age of five, we rely on modeling to teach many behaviors. For example, learning to say "please" and "thank you" are best learned from copying the behavior of an adult. Manners should not be overemphasized with preschoolers. Understanding the meaning of "please" and "thank you" requires a complicated system of logic and knowing rules. Young children are not yet capable of these skills. Rather than requiring a child to parrot "thank you" or "please", show them through your own behavior.

Rewards Help Children Learn

Remember that it is more effective to reward good behavior than to punish bad behavior. A reward or "positive reinforcement" refers to positive ways adults can respond when children behave in desirable ways. Behavior that is rewarded is usually repeated, so reward what you want a child to do again.

Social rewards provide encouragement for good behavior. Smiling at children, praising, patting and hugging children, listening to them and holding them are socially-rewarding acts that make them feel good. If an adult smiles and nods when a child puts a toy back where it belongs, the child may learn to clean up toys and enjoy the activity.

Material rewards are objects children desire. Money, candy, toys, stickers, etc. are all material rewards. These, too, can be used to reinforce behavior too, but there are big drawbacks. If children become used to rewards like candy, they may refuse to behave properly without them and will negotiate for more rewards. Such rewarding increases the attractiveness of sweets or other foods, leading to later problems with malnutrition, obesity, and dental caries. We need to help children form good, healthy eating habits. Using any food as a reward for some other behavior attaches other meaning to the food. Children then learn to bargain.

Value of Positive Rewards

To help children learn appropriate or "good" behavior, pay attention to and honestly praise that kind of behavior. Remember attention provides motivation for the child to repeat behavior. If an adult only gives attention to misbehavior, the child will provide it. If an adult attends good behavior, the child knows how good attention can be gained.

Look for opportunities to reward children with attention and praise, for example:

When The Child Does These Things	Provider Does These Things
Plays happily.	Finds time to play with the child.
Talks and laughs.	Listens and talks, and laughs along with the child.
Washes hands for lunch.	Says to the child, "You washed you hands all by yourself."
Put toys away.	Says, "You helped put away your toys. Good!"
Shares with another child.	Smiles and says, "You're learning to share. That's really nice."
Learns to feed self with a spoon.	Shows delight about the child's new learning and says, "You can use a spoon, Billy."
Takes first step.	Gives child a big hug to indicate interest in this new accomplishment.

Consequences of Behavior

If your goal is to help children achieve self control, one very effective form of discipline is "natural consequences." This means letting it happen.

For a child: good results are rewarding; bad results are punishing. A child who builds a block tower feels good and satisfied with the activity, which is rewarding because it works well. A child who knocks over a block tower may get hit by a block or be disappointed to find the tower is now gone. It hurts a little bit -- the natural consequences of the act are punishing.

If children are likely to be really hurt, of course, you cannot let it happen. You have to decide that each time a child is headed for natural consequences. You should try to help a child understand the alternatives, or consequences, before the child chooses, if possible.

There are also consequences which are not so natural, but real, nevertheless. These "unnatural consequences" are conditions you set up. You could call them "logical consequences." You warn a child, "If you do that, you will pay the penalty." Here you are setting limits, and the consequence is a result of the child's inappropriate choice. Playing with a new toy depends on putting the old toys away. Getting to a field trip site depends on behaving in the car. When the consequences are a logical punishment which you set up, you must make sure the child understands the consequences of improper behavior or not following the rules. The consequences must be something you have control over; for example, you can restrict access to a toy by putting it away if a child misuses it; you cannot force a child to eat vegetables.

You must be firm in following through. Caregivers are usually kind, soft-hearted people, who feel sorry for a child who learns the hard way. But to say, "I'm sorry, but you splashed, now you have to leave the water play," means you are apologizing for something you did not cause--it was the child who splashed. Nor will it help to say, "You forgot about not splashing. I'll give you one more chance or you have to leave." Any child old enough to understand the proposition of, "If you splash water you have to leave," has sufficient memory to recall what he or she just agreed to. Also, if the adult changes the agreement, as with giving another chance, the adult has taken over control and made the decision. Then the child is no longer going to learn from the consequences of his or her behavior, but is operating under a new proposition.

BEHAVIOR THAT NEEDS TO BE STOPPED

Behavior that is harmful to children or to property needs to be stopped. Many times it is necessary to stop children's behavior with action. For example, a provider needs to stop a child from pounding on a table with a hammer by taking the hammer or restraining the child's arm. She can stop a child from tearing the pages of a book by taking away the book. Sometimes it is necessary to pick up and move a child to another area. Stop the behavior with action, but at the same time tell the child exactly what she or he cannot do and why. It is appropriate to use statements such as:

- "Do not throw sand. It is only to play with inside the sandbox."
- "Bouncing the ball is an outside activity."
- "I can't allow you to hit the baby. That hurts."
- "You must put away the toys, right now. I have already told you it is clean-up time. Now we need the table for snack."

Remember, children learn whether they can throw food, or have to pick up by what you do, not what you say. If they do not learn to pick up, it is because the provider does not care, or she does it herself. If the child gets away with throwing food now and then, words are meaningless.

First, you must stop children from doing harmful or destructive behavior. Then they must, if they can, understand why you stopped them. To make it a positive learning experience, you must then explain or show what they should do instead.

NEVER SHAME OR BELITTLE CHILDREN

Some ways of stopping behavior are more harmful to children than others. Help children feel good about themselves. Avoid statements that beat down a child's feeling of self-respect, such as:

"You are a bad girl."

"Don't act like a baby."

"John is a scaredy cat."

"Only dirty pigs throw food."

These belittling statements destroy a child's strength. They do not necessarily stop the undesirable behavior. Rather, they make children feel poorly about themselves or hopeless. You can show you do not approve of behavior by stopping the behavior without shaming or blaming the child. The issue in discipline should be the behavior, not the child's personality.

SOME BEHAVIOR WILL DISAPPEAR IF IGNORED

Children's inappropriate behavior will often disappear if the behavior is ignored. Sometimes this is the most effective thing to do. Children really do outgrow lots of the behavior patterns they try out when they are young, especially if no one notices. Behavior which is not harmful to the child or others can be ignored, if you can stand it. Behavior which is not a signal of something going wrong can be ignored.

Obviously, crying, complaining and fussing should not be ignored. Children cry when they are sick, uncomfortable or need attention. The provider tries to decide what is wrong. However, the provider might avoid attending to the crying itself. "Don't you feel well?" is more appropriate than "Stop crying." If only crying gets attention the child needs, the child will continue to use that method. Some behaviors that can often be handled best by ignoring include:

- Swearing: Young children use swear words or other words which make adults cringe because adults pay attention to them. Adults and other children give the words power by reacting.

- Temper tantrums: Young children sometimes throw themselves on the floor, shake, yell, and scream. If they are safe from harm and not bothering others too much, this is behavior to ignore. It is a good way to help a child outgrow this not very successful method of solving problems. This also means not characterizing a child with "She has got some temper." Ignoring really means no attention at all. After the tantrum subsides, reasons for the outburst can be explored. It is a good time to teach children that talking, asking for help, etc. are better ways to solve a problem.

- Complaining and griping: Children, like adults, need to have an opportunity to complain when they are unhappy. Older children learn this method of letting off steam, usually from adults. Words are a good way for children to release pent-up feelings, and the release may be sufficient. Usually, active and interested listening is enough to meet their needs. If the complaint is justified, help the child to do something more successful than griping.

Casual adult behavior, or "active ignoring", may be the best approach if you must do something. "Go swear in the bathroom because we don't want to hear it." "You can scream out here in the hall where it won't bother us.

BEHAVIOR THAT MAKES US UNCOMFORTABLE

Ethnic, racial, and family slurs are examples of behavior that embarasses us. Adults need to work at such problems, and teach children more positive ways of relating, but not in a manner that adds to the power of the words. A positive discussion using appropriate words works better.

Sex-related play is another kind of behavior we find hard to cope with. It is natural for children to be fascinated by their bodies and the bodies of others. Masturbation or "playing with oneself" is as natural as thumb-sucking, twisting a lock of hair, stroking a favorite blanket. Masturbation is not harmful to children and is best dealt with by ignoring it.

Playing doctor or other forms of sex play are also a natural expression of curiosity in young children as they explore themselves and others. This can be ignored or dealt with by suggesting another activity, if you would rather not get into sex education. If you want children to learn positive attitudes, talk about bodies and sex, and do it positively. Calling attention to sex play in a scolding way or punishing children will cause them to develop unnecessary guilt and overemphasize the play.

Older children can be taught that some things are private, intimate, of the individual's own choice, and good under those conditions. Some things need to be controlled. Be careful that the child is not learning that bodies are bad or shameful. Active ignoring, or redirecting the child to something else, or explaining intimacy to older children will teach children that some behavior is unacceptable in public without being bad.

REDIRECTING CHILDREN

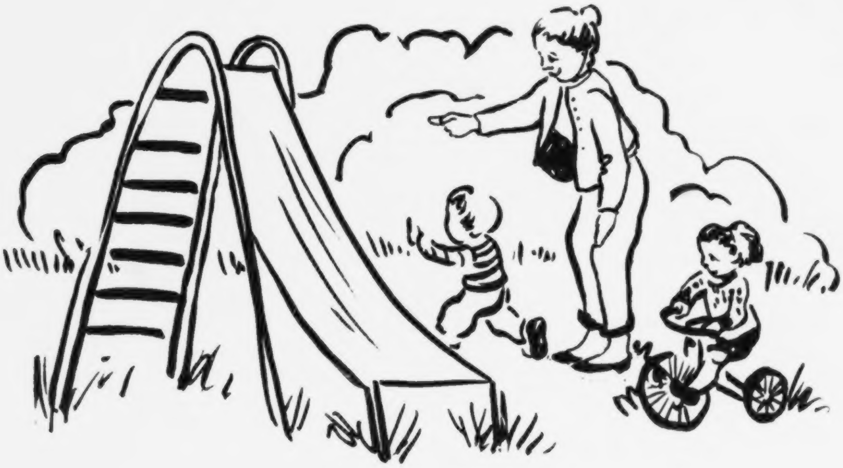
A great deal of good guidance is given by redirecting a child to do something else. This is a sensible way to teach infants and toddlers before they understand reasons. It is perhaps a good way to handle older children when the situation is not necessarily reasonable, or when rules are arbitrary and not open to question.

Redirecting means to substitute an activity that is appropriate for one that isn't or to exchange one activity for another. For example, if you disapprove of a child's playing toss with a sofa pillow, you can redirect the child by saying, "John, here is a ball to throw. We don't throw pillows." This way you can teach and show children what is right, or what you expect of them, or what you will allow them to do. For example:

When a Child Does These Things	The Day Care Home Provider Can Redirect by Doing These Things
Chews a book	Give the child a teething ring or clean plastic toy, take away the book, and say, "Here, chew this."
Starts to scribble on a table	Give the child a piece of paper and show the child how to scribble on the paper.

Runs wildly through the house	Take the child's hand and show the house child something interesting to do. Let the child feed the fish. Ask the child to color with the new colored chalk. Or take the child out to run outdoors.
Seems tired and irritable	Introduce an interesting toy or activity.

Redirecting often works better than nagging or punishing a child. It is an especially useful technique with babies and toddlers who are too young to understand why they can't play with or do certain things.



TIME OUT—FOR WHAT?

Many psychologists recommend "time-out" as a form of behavior management. It comes as a surprise to caregivers that this is not supposed to be a punishing technique. Maybe time-out does not work well for many caregivers because they emphasize the punishing, scolding, lecturing, moralizing, etc., not the managing aspects. And it is punishment, in the sense of making a child do what he or she does not want to do.

In order to make time-out work, you have to decide when you will use it, for a specific behavior pattern with a particular child. This has to be explained to the child ahead of time. The child must understand exactly what behavior will bring time-out, and that it is not a whim of yours, or your anger that makes you enforce this control.

It works like this. "Raymond, you need help to remember to walk inside. So every time you run, you will have to come sit on this chair for 3 minutes." The time-out place should be away from the other children's activities if possible, but within your view.

A kitchen timer or easily read clock (for children who tell time), should be used. The time span should not be more than 5 minutes for young (under 6 years) children. When time-out lasts longer, children get distracted, entertain themselves, and forget why they are doing the time-out.

Returning to the play situation should feel positive and rewarding. And whenever Raymond runs, he should be walked to the time-out place with the timer set for 3 minutes. EVERY TIME, and no matter what else is going on.

No lecturing or scolding, or long-winded discussions of what he did. He knows why he goes to time-out. And never apologize. It is not your fault that Raymond ran indoors. Do not back down, even to a strong protest or tantrum. Wait for it to pass, then carry through with the time-out procedure. (School-age children understand if you add to their time-out period the amount of time it took them to calm down from the tantrum or to argue. Keep track of that time, too.) If a child is not quiet during time-out, or leaves the place, bring him or her back and reset the timer for the promised span of time.

Always observe the time exactly. Tell the child when time-out is over. Never "forget" a child doing time out! When the time is up, tell the child he or she did the time-out well. That's all you say. Resist the temptation to go into the "Now do you think you can come back to the group and behave yourself?" routine. And, most important of all, watch carefully to find the opportunity to praise the child for the behavior you wish to have happen instead: "There Raymond, you are walking indoors. Good for you! Now you won't fall down or run into anyone."

If you are away from home, on a field trip with the group, for example, and the child does the behavior you have said needs time-out, remind the child she or he will do time-out when the group returns home. Make sure this is carried out immediately.

Sometimes a child will want to be separated for a longer period of time. When the child explains this, the adult can give the child the responsibility for deciding when she or he is ready to return to the others.

Time-out is a mechanism for helping a child learn self control. If you scold, or impose time-out in anger, or retribution for a child's insulting or disturbing behavior toward you,--that is likely to be too much punishment. If you overuse time-out, or use it for every kind of misbehavior, it loses its effectiveness. Time-out should be used if reasoning, redirecting, natural consequences, ignoring, or positive attention have not worked well and misbehavior continues. Never use it as a first response or to satisfy your own anger.

IS PUNISHMENT EVER APPROPRIATE?

Punishment means some negative or restrictive condition the adult places on children. Punishment happens any time the adult uses power or force against a child's desires or to change a child's behavior. These times might be: taking away privileges or pleasure ("unnatural consequences" or "time-out"); making the child wait (until last, while other children have turns, making child go to the end of the line); holding the child's attention with adult's negative verbal outpouring (scolding, lecturing, namecalling, etc.); and physical punishment or any punishment which inflicts physical pain on a child.

Punishment is a last resort and does not work very well. It may stop the behavior temporarily, but the results are unpredictable. Punishment does not teach children to do the right things; sometimes it only makes them resent the adult; sometimes it stops the particular behavior, only to lead to other unacceptable behavior. Punishment may even cause more undesirable behavior. Punishment can, for example, cause a child to hide behavior, sneak, or lie to an adult who punishes. Punishment is a negative reward, and a child may feel that is better than none. Some children misbehave to get attention, even negative attention. Punishment rewards that misbehavior. Physical punishment also teaches children that using force is permissable, and is an adult way to solve problems.

Parents sometimes give day care providers permission to punish children. Sometimes they encourage physical punishment. Even so, the provider should never physically punish another person's child. This means you should never spank, slap or shake a child, jerk a child by the elbow, slam him into a chair, or things like that. Any of these actions can result in injury, even though the adult did not mean to act quite that harshly. You would, under those conditions, be in trouble with Iowa's child abuse protection laws. In any case, you're in business to protect children and care for them, not hurt them. No punishment involving any mental or physical hurt, including "hurt feelings" from being shamed, is ever appropriate. Using shame, namecalling, or belittling is also abusive.

HELPING PREVENT INAPPROPRIATE BEHAVIOR

In the long run, prevention is the best way to guide children. There are many ways to prevent children's misbehaving. One of them is to arrange the home especially for children. Put away fancy figurines and other "no-no" objects that can be broken easily, until children are old enough to understand about their proper care. A fenced yard for children will help to keep the children away from the street, and make it unnecessary to nag. If many interesting toys, games and activities are available, children are less likely to fight over toys.

The provider's job is to create a "yes" environment with a minimum of temptation. It is easier to establish proper behavior if there are few restrictions and only a few good rules. The less you have to say "don't touch," the more time you will have for activities which teach positively. Children under the age of five or so do not really understand that rules apply everytime. You will need to remind young children of rules patiently and often.

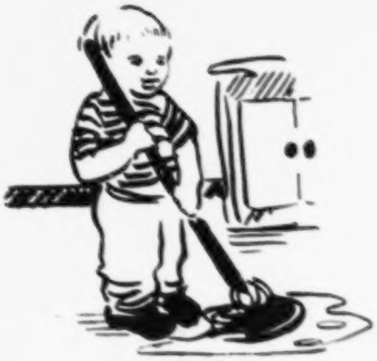
REASONABLE STANDARDS FOR CHILDREN

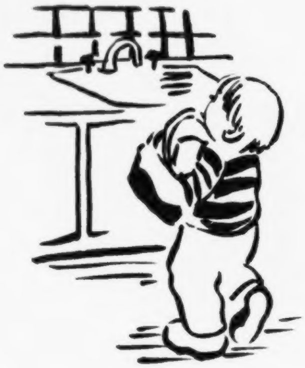
Children often seem to be misbehaving when actually the rules and standards may not be reasonable. Make certain that rules are developmentally appropriate for the age of the child being worked with. This means that the individual child is mature enough, and developed enough, to understand and do what is expected. No one would expect a baby to get dressed and go outdoors to play, even though there are times when such behavior would be helpful. Sometimes adult expectations and rules for children are just as unreasonable as expecting an infant to dress and go out alone. It is important to remember that a child's age, stage of development and previous learning can result in behavior that adults might consider rude.

Children may forget to say "thank you," interrupt, or talk out of turn, and pester others. These behaviors do not mean the child is "bad," just young. Young children are not capable of being polite, sitting still, or behaving in an adult way when they are very young. As they grow older, they learn to take another's point of view, acquire a long attention span and they gain the physical control which helps them behave in ways adults approve. Here are some examples.

- It is not appropriate to expect a two-year-old to eat without spilling food. Children learn by spilling and through experimentation. For a two-year-old spilling food is a normal part of development.
- Some children will take a nap in the afternoon. However, it is not reasonable to expect all of them to sleep for two hours. Children are different, and they require different amounts of sleep. What seems reasonable for one child may not be right for another.
- Most children are capable of helping the caregiver put away the toys. A two- or three-year-old will probably not put things in an orderly way.

Different families have different rules and expectations. For example, at the end of the day, some families may require toys to be put away while others may allow toys to remain out in certain areas of the house. Some families may require all food to be served before anyone starts eating while others may allow each person to begin when served. It is important to teach children the rules of your house.





It is important that adults not deaden and spoil a child's desire for play and work by insisting on unreasonable standards or by not being willing to accept the job a child is able to do. Often the reason children do not learn to care for themselves or their materials is that it is easier for adults to do it than patiently to help the child learn how. On the other hand, adults can teach children, even two-year-olds, to help and to know that clean-up is part of activities.

The day care home provider needs to use common sense in dealing with children's discipline problems. No single set of rules will apply to all homes because providers as well as children differ. It is important that the provider, in cooperation with parents, decide which behaviors are to be approved and then be consistent in explaining the rules to newcomers and in giving her approval for appropriate behavior.

If you and parents agree that the goal of your care is to help children grow and learn safely, then your program of patient, developmentally appropriate, teaching and disciplining will help each child move toward self control.

CHAPTER 7
YOUR DAY WITH CHILDREN

SCHEDULING AND PACING

A family day care home can provide valuable learning opportunities for children. Scheduling and planning are essential so that the day can be enjoyed by everyone. Each family day care situation is unique -- different providers with different personalities and skills; children who are unique and have special needs; and houses and apartments which vary in how they may be used.

The Importance of Flexibility

Day care homes can be flexible places. A provider is usually able to respond to each child rather than insisting that all the children conform to a schedule. When an exciting event takes place such as a birth of baby guppies, children can watch. If a child comes to the day care home tired, he or she can go back to bed. Children can do special things, such as going fishing or running through the sprinkler on a hot summer day. Take advantage of these exciting "spur of the moment" opportunities for fun and learning and use whatever time the activities require.

A Planned Order

Just as flexibility is important, so are routines and planned order. It helps people feel comfortable and secure if they know that certain things will occur regularly. Activities such as a snack, lunch, and rest time should happen about the same time and in the same way each day. These are routines. Children like to know, "We wash our hands before snacks and lunch." There are times when, "We can choose the games or activities." "After lunch we have a nap." "I go home after play time." Children are not harmed by occasional changes. If children are watching the rain and lightning during a storm, lunch may be served 20 minutes late. However, a day care home runs more smoothly if there is order in the day.

The Importance of Planning

Planning helps you provide a variety of activities and experiences for children. Much of this kind of planning will occur in your head when you ask and answer questions such as: "What games could the children play to help them learn the concepts 'same' and 'different'?" "How long has it been since we have taken a field trip?"

As you sift through your ideas, consider these points:

- What does each child need today? This week? What has Tory been interested in lately? What can I start to help Jane be a little more outgoing?
- How can I make sure every child gets both active play and rest in the right amounts at the right time? A good balance of activity and rest means there needs to be several cycles of active work--quiet work, active play--quiet play during the day, and also times when children can choose depending on how they feel.
- What can I plan to make sure those who stay awake are quiet during naptime?
- How am I planning to move children from one type of activity to another or from play into routines? These transitions set the stage for the way children behave into the next period of the day.
- How can I make sure every child has some choices of activities throughout the day and plenty of time to pursue individual interests?
- How can I be sure we get outdoors? What do I need to plan because of the weather and season of the year?
- Have I always got a rainy-day-plan ready, just in case? Some different large muscle activities may need to be used indoors -- such as dancing or music games.
- As I think ahead, from one day to the next, have I got some new ideas? Toys and materials which children are actively using should stay where they can use them, but are there some things which could be put away for awhile? Is it time to bring out new toys and equipment, or offer different art materials? Are some of the children outgrowing my equipment? Are they bored? Am I? Do I need to find new challenges for all of us?
- Are there any special occasions to observe, which would benefit the children? Is anyone's birthday coming up? How shall we handle holidays so that children enjoy, appreciate, and learn without being placed under stress from too much holiday emphasis?

The skilled day care home provider may want to make written plans or a simple note to help organize the day and avoid forgetting important ideas.

There are many different kinds of plans, reminders or notes. They may be hand-written notes on a scratch pad, 3x5 card or a blackboard. They may be more complete or complex, typed on sheets of paper.

A plan might involve

---one child":

10-1-86

Help Sandy
rinse bean
sprouts

A plan might involve

---a parent":

12-15-86

Get more
diapers from
Deidre's mom.

A plan might involve

---a game or activity":

1-6-87 NEW FINGERPLAY

I will build a snowman.
Make it big and tall.
See if you can hit it
with a big snow ball.

A plan might tell what is

---served for lunch":

4-7-87 Lunch
Tomato Soup
Cheese sandwiches
Celery sticks
Apple sauce & Raisins
MILK

A good filing system keeps your ideas for learning activities organized. The file might be a cardboard box with dividers, or it may be a drawer in a chest or a regular business filing cabinet. The important thing is that it be arranged so you can find information and ideas. The file might have sections for games, poetry, songs and other learning activities. You could also keep your business records and family permission forms, etc., in other sections of your file.

Daily and Weekly Planning

Days will differ, but there are basic daily activities and routines in a family day care home. These may include:

- Meals - breakfast, if part of the agreement; morning snack; lunch; afternoon snack.
- Nap or rest time after lunch and/or in the morning.
- Large motor activity - indoor or outdoors.
- Small motor activities using small manipulative games and toys.
- Outdoor activity except in very bad weather.
- Art activities - coloring, painting, collage, etc.
- Language activities - stories, fingerplays, verses, puppets, etc.
- Music activities - singing, movement, games, listening activities.
- Science activities - animals, plants, waterplay, magnets, magnifying glasses, nature walks, etc.
- Dramatic play - dressing up, playing house, fire fighter, school.

Some providers find it useful to have a theme for a period of time and plan activities around the theme. For example, themes might include seasons, nature study or transportation. Special interests and activities may be planned around these themes.

It may be helpful to plan on a weekly basis. A form like the following one could be used in weekly planning. This plan does not tie the provider into specific time slots for each activity but gives a weekly overview when you already know when routines fit in and only need to be reminded of activities and ideas.

WEEKLY PLANNING GUIDE

Dates: ______________________

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Activities					
Afternoon Activities					
Special Activities (e.g. Field trips/birthday parties					

Remember to make your plans realistic. An important question is, "Can I manage it this way?" You should honestly assess yourself. It is better to make plans which are reasonable than to set up a very ambitious schedule and find you cannot fulfill it--that does not do your self concept any good. If you find yourself hassled or that you are pushing children through a heavy schedule in order to do what you planned, be sure you are able to change your plan. Watch for signs that a good plan works, or that some fine ideas need to be used differently. Remember that flexibility is a good and mature characteristic.

LEARNING ACTIVITIES

In Chapter 5, we discussed how children learn. The next issue is what should they learn? You and parents should decide this together. At least as far as your goals for children are concerned, hopefully you and the parents agree. Many providers find that parents want their children to learn to:

- Feel cared for and secure.
- Enjoy and feel successful at learning.
- Think and solve problems.
- Develop physical skills including the use of small and large muscles.
- Express themselves creatively using language, poetry, art, and music.
- Appreciate beauty and become more aware of the world they live in.
- Work and play cooperatively with others.
- Take care of themselves.

Families may also have specific learning requests, such as, "Please help Lila with her homework, if she needs it," or "Daniel should be encouraged to tell you what he wants."

Helping Children Feel Good about Themselves

Children learn best when they feel successful and happy. The teaching of facts and skills should never become more important than helping a child feel good about herself or himself. If children are treated with kindness and consideration, they will feel strong and secure. If children are constantly scolded, blamed and punished, they believe they are worthless. The provider's actions as well as words tell children they are good, worthwhile and capable.

To help children develop healthy self concepts, you should look for many ways to praise and encourage each child every day. You can do this by watching carefully and using words that will help each child feel successful.

Comment on what the children can do, what they have already learned, and what situations they can handle:

- Accept each child as is. Find ways to show each one that you genuinely like her or him, without strings attached (NOT: "I like you when you are quiet.") Your affection and attitude of accepting the child as a human being, no matter what, is the basis for the child's own self concept. It means there is room to improve behavior without seeing oneself as bad or wrong. It must be an everyday feeling each child can count on. It is trust.

- Give praise for actions, for successful performances, and for real effort. "You worked hard at that." When you praise this way, children have a better basis for knowing themselves, what they can do, and what they want to work on. When things do not end in success, you can pay attention, and say, "You had a good idea. Maybe we can find another way to use it."

- Use your understanding of development to help children understand themselves better. "Next time you'll remember to put the toy where it belongs", or "Soon you will be able to sit at the table until everyone is finished," or "When you grow a little more, we'll expect you to sit at storytime with the rest of us."

- Celebrate individuality in each child. Use each child's name, put it on art work, on each child's private cubby or box or envelope where each child's work and special things go. Play name games and songs, using the children's own names. Know and talk about each child's interests, family members and neighborhood. Make sure each child always has a chance to have a turn on the tricycles or to wash dishes.

- Always keep promises, and never make a promise to a child unless you know you can keep it. If things change suddenly, talk it over with the child and make it right.

- Talk and communicate with children respectfully; that means face-to-face. This often means that adults get down to a low squat or sit to talk with children at their eye level. Use a warm, affectionate voice; smile; lean your body toward the child, showing you are involved and expect a response from the child. Patiently wait for that response. Indicate that you have time to listen to the child. When you are rushed or stressed, children often take it personally, thinking it is their fault. If you really cannot take the time, make a date to talk later; for example, "Oh, the water's boiling for our soup. Let's remember that I want to hear your story after lunch when the baby goes to take a nap."

- Allow for increasing freedom for every child, at each one's developmental level. You can assume they will grow more capable, can make more choices, and do more for themselves. As you teach them to take care of themselves, accept the jobs they do. Encourage more exploring and reaching out.
- Help children learn to express their feelings. "I know you felt sad when you saw Christine playing with Sawana today. Yesterday you played alone with Christine." This means you also accept children's expressions of their feelings, and the words they use, no matter whether those are words you approve of or not. The message, the expression of feelings, is much more important. When a child is trying to tell you how she or he feels, it is not the time for lessons.

The guidance and discipline suggestions, toward the goal of children's own self control, are important to the formation of a child's self concept, a child's own attitudes toward himself or herself as a learner, and as a capable, strong, fine person.

Learning through Helping

Family day care allows children real involvement in day-to-day home life. That is a big plus. Children love to help and family day care provides many opportunities. Washing dishes is real life water play. Setting the table or putting away silverware is valuable sorting experience. Dusting furniture, vacuuming, going to the store, and washing cars are activities that children can do for real, as well as pretend. Letting children help requires some planning, supervision and patience, but the results in learning are high, and parents approve too.

Learning through Play

Adults sometimes have a difficult time understanding that children learn through their play. Play is a child's "work". Play is also a good way for adults to learn about children. By listening to children at play, or through joining in their play, you can learn about their fears, joys and interests.

It is through play that children learn and choose to practice over and over what they learn. Children do not usually learn by doing something only once. They need to replay activities to help them master skills and abilities. The repetition of play helps to make learning more meaningful and permanent.

The day care home provider should avoid the kind of school learning that requires drills, memorizing material or sitting still for long periods of time. Do NOT use workbooks, "activity" books, or worksheets. Children do not learn much from any of these methods, but they can easily be turned off from learning by them. Instead, encourage play and the kind of learning that naturally appeals to children such as games and activities that encourage children to be actively involved and to learn by touching, seeing, tasting, smelling, hearing and using their whole bodies.

Children Learn Through Sand and Water Play

Sand, or gravel and water, are extremely important learning materials. Children explore the qualities of materials by pouring, sifting, mixing and measuring (and being careful not to spill). Children learn much about how substances go together. Water can be colored or soapy. Sand can be dry or wet. Children can use other things they find, such as sticks, stones and leaves, with sand and water. You can provide a variety of equipment for the play, too--sieves, cans, pans, pitchers, cups, spoons, shovels, bottles, squirt bottles, pump bottles, basters, funnels, plastic tubing, corks, etc. You can change the equipment to give children other ideas for play. Little cars and trucks, and maybe small plastic or wood people and animals may encourage dramatic play. Older children may want to design dams, diggers, makeshift construction equipment, or a whole marina full of boats.

Remember, children experience life less verbally and intellectually than we do. Touch takes on added importance. An environment that allows children to "mess around" with many different substances is rich in learning opportunities.

Children Learn Through Block Play

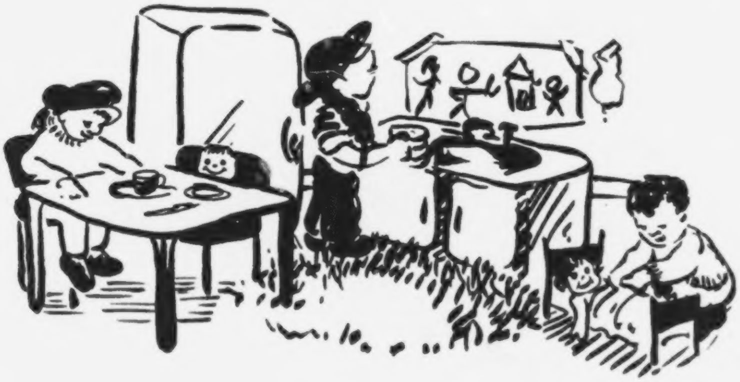
As children play with blocks -- building houses, roads, bridges, and towers -- they learn many things. Through these experiences, children come to understand that some blocks are heavy and other blocks are light. Children can also learn that blocks can be stacked to balance, that some blocks are cubes, some are bricks, and some are pyramids.

In addition, the child learns to remember a plan or idea and to carry out the plan while building. This ability to "hold" an idea in one's mind is necessary in learning to read and for thinking skills. The child learns that blocks can stand for a real life object, such as a car. This is preparation for a later understanding that the word "CAR" can stand for a real car. Without this ability, children have great difficulty learning to read because reading is based on a symbol system that requires an understanding of how a phrase such as "Up the driveway" can mean action on an incline with an automobile.

Children learn many other things as they play with blocks. They improve and develop muscle skills in their hands and arms. As they learn to balance blocks, they learn how structures are located in space. As children build small play cities, they learn skills necessary for making and reading maps. They can learn other science and math skills, too, such as counting, classifying (putting all the same kinds together) and seriation (arranging blocks in order, for example, of size). Combining blocks with cars, trucks, rubber or plastic people and animals encourages dramatic play.

Children Learn Through Dramatic Play

Playing house helps children learn and practice the roles of family members. As they act out roles, they begin to understand what it is like to be a mother, a father, a sister, a brother or a baby. Through a play role, children practice duties they will carry out as adults. This play-acting helps them develop their own unique personalities and learn to understand other people. Children also learn new words and to work and play independently and with other children. Through play-acting, children can release pent-up emotions. The child who "spanks" her doll is expressing her feelings in a way that is emotionally healthy and does not harm her baby sister.



The props you provide will add ideas for children. Firefighters' hats, nurse/doctor kits, barber/beauty shop equipment, cash register and grocery containers--each of these items would bring a different kind of play.

Remember, dramatic or "pretend" play also can be encouraged with puppets; paper dolls; miniatures such as doll houses, garage or gas station sets, farm sets, toy animals and tractors.

Older children like complex plans for drama activities, such as costume-making and putting on plays, a circus, or a parade.

Children Learn Through Stories and Books

Children learn about books and their value when they see adults reading. You teach children as you say, "Let me look in last night's paper and see when the puppet show is going to be at the library." You can help children by letting them know you enjoy reading. Children of all ages like being read to and delight in having favorite stories read over and over. Telling children stories without books can also be a lot of fun. Children can be encouraged to act out stories they know, tell stories with puppets, story boxes and flannel boards. It is important to have books that children can look at themselves. A nice outing with children can be a regular visit to the library to change books and for the library's story time. (If there is no story time, you may be able to request it.) You can introduce young children to poetry through nursery rhymes, simple poems and fingerplays. Your librarian can help you find these books for children. Allow time for children to browse and look through books. Especially older children will want to make some book choices for themselves.

Children Learn Through Music

Children enjoy music in many ways. Infants may respond when you sing a lullabye; babies settle down when soft, gentle music is played. Toddlers sing along to simple nursery songs. Preschool children listen, move to music, and make music with their voices and rhythm instruments. Music helps them learn to use their voices and to express ideas and feelings. Through movement, dance and games, children perfect the use of their muscles and learn to coordinate one part of their body with another. Children enjoy singing and often enjoy songs that grown-ups sing, too. Many folk songs that adults sing are fun for preschoolers. Some examples are:

This Land is Your Land
Michael, Row the Boat Ashore
I've Been Working on the Railroad
Little Red Caboose
Old MacDonald
She'll Be Coming 'Round the Mountain

Children also enjoy singing games. Two- and three-year-olds enjoy:

Sally Go 'Round the Sun
Ring Around the Rosie

Older preschoolers enjoy singing games like:

London Bridge
Looby Loo
Hokey Pokey
Oats, Peas, Beans
Farmer in the Dell

School-age children are ready for making up songs, playing instruments, and folk dancing. They will also be showing you the latest popular dance steps.

The resource list at the end of this manual lists some good song and musical game books.

Children Learn Through Creative Activities

Art, music, dance, and creative activities help children grow and learn. Through painting and drawing, children learn to express ideas, feelings, and emotions. A child's drawing made when angry is different from one made when the child is happy. Art is a healthy way to express feelings. As children create art with paint, clay, and other materials, they are also investigating, exploring science, making ideas, and working out problems. They are learning space relations. They are finding ways to communicate plans and thoughts as they draw, paste and model play dough.

Provide children with art materials such as crayons, colored chalk, felt markers, plain and colored paper, clay and dough, wood, paste, scissors, tempera paints, blunt needles, tools, scraps of yarn, and fabric, cork, spools, feathers, net, egg cartons, and other "junk" items. Children enjoy doing works of their own creation. They do not need to be told what to make. In fact, if you want children to learn creativity and planning and thinking skills through art, you should resist the temptation to tell them what to make and how to make it.

You can help by teaching them how to use scissors, by suggesting they try mixing paints for new colors, and by encouraging them to try many different things. You can help by giving them adult tools, such as a rolling pin to flatten clay, or a real hammer to work with nails and boards, and by watching closely to keep them safe while they learn skilled use of the materials and tools of creative art.

Children Learn through Small Motor Play

Puzzles, Legos (tm), Fisher-Price sets (tm), lotto, Tinker Toys (tm), stringing cards and beads and other toys are familiar learning resources. Children polish their eye-hand coordination skills while using their developing intellectual capacities. Equally valuable are materials found around the house that children can sort, match up, or use to fix something. Buttons, colored pebbles, silverware, different-sized jars and lids, nuts and bolts, or similar materials can be used to help children learn to make the discriminations essential to intellectual development.

Games and songs that use hand and finger motions are a good way for children to improve small motor coordination. Fingerplays are also one of the caregiver's best tricks, because you can use them to fill a little time, and to keep some of the children busy, while others finish cleaning up, etc. So teach children lots of fingerplays and hand-motion songs, such as "Clap, Clap Your Hands," "Open, Shut Them," "Two Little Dickey Birds." See the reference list for books with these activities.

Children Learn through Cooking Experiences

You may think of cooking as something you have to accomplish with a baby perched on one hip, a toddler crawling into the pan cupboard and two preschoolers coloring at the kitchen table. But think about sharing the food preparation with children. It is a wonderful learning experience and can be different each time. The baby may be content to watch, and mouth the measuring spoons, but the toddler would love to stir the batter. And the preschoolers can sift flour, measure, pour milk, and learn to break eggs.

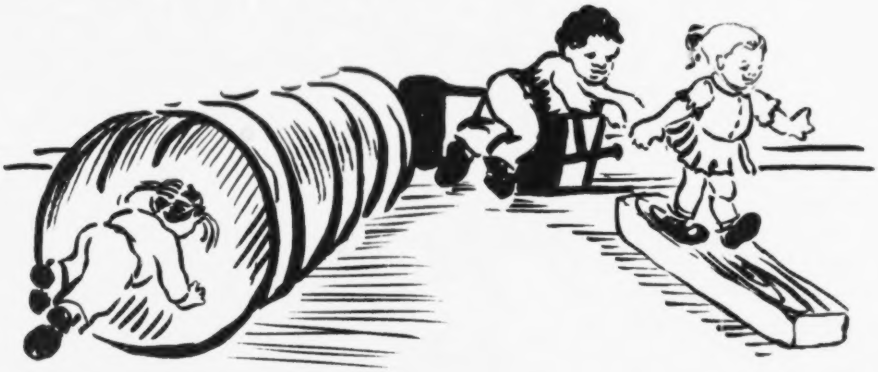
Children enjoy scrubbing carrots and whipping no-cook pudding. School-agers may be ready to make some food all by themselves, and they certainly will not want to be left out of the cooking group.

Activity books, such as those in the reference list at the back of this handbook, usually include many ideas for food experiences for children. Children learn to appreciate food, and may eat strange new foods more willingly if they have become acquainted with them through helping with preparation. They are also learning science and math as they investigate, learn about how eggs cook, count and measure. Learning to read may start with a recipe for a favorite kind of salad.

Children Learn through Large Motor Experiences

As children develop, they become more aware of their bodies and what they can do. Their growth enables them to do increasingly complex activities. Infants need the freedom to crawl and explore. Toddlers want to walk and seek adventure more widely. Young children need opportunities for running, skipping, galloping, climbing, and jumping. They need to develop an understanding of their bodies and what their bodies can do in space. To develop understandings of concepts like "above," "below," "in," "out," "over," "under," "through," "behind," "in front of," they must have opportunities to do these activities.

Family day care homes can provide opportunities for large motor experiences outdoors in the yard or playground, or indoors in an open space made by pushing the furniture aside. An open space in a playroom with some chairs overturned, a table, and/or blankets can provide obstacle courses for children to use in learning spatial concepts. Large and small cardboard boxes and furniture crates give children lots of ideas, and muscles lots of exercise. You can help the children set up a safe environment and encourage the children to use appropriate language for these concepts. "Sarah is going through the tunnel"; "Jeff is above the chair", etc.



Children and Games

Up until about the age of 5 years, children have a difficult time understanding games with rules. Even older children become frustrated when the rules do not fit their situations and often want to change them. For preschoolers, it is a good idea to choose very simple games which are more a series of actions than a plan with a set of rules. You do not have to teach young children to do the game just the way you remember it. You were, most likely, 8 or 9 years old when you remember the fun and suspense of working down to the last seat for two people in "musical chairs." Preschoolers do not usually get the idea of this game until they are older. They like to walk around a group of chairs very fast, and plop quickly into the nearest chair when they hear the music stop. Then they feel successful. The game can go on for a long time as long as there are the same number of chairs as people. When adults impose the rules, young children lose interest.

Young children have a difficult time with competition as well. The whole concept of winners and losers can be very difficult for them to deal with, and it may be easier to avoid situations that are competitive. Everyone can race to the other side of the yard. The idea is to get there. All children feel good about themselves that way.

When children come back from school, they will have their own ideas about how a game should go. Then you may need to be a referee, and with young school-agers, be prepared to support the hurt feelings of "losers."

SPECIAL EVENTS AND FIELD TRIPS

You can provide many interesting learning experiences for children if you know how to go about it. People, places and things in the neighborhood will help. You can arrange for the children to learn about adults at work, meet new people, go to new places, and learn new ideas. Children can learn by accompanying you on errands. You may want to join together with groups from two or three other family day care homes for trips, picnics, excursions to the park, circus, museum, or zoo.

Be alert for opportunities close to your home. For example, look for a truck getting loaded or unloaded; watch for the postal truck to stop at the storage box on the corner; take children to see a house painter at work, or roofing repair at the neighbors'.

Special People

Many people are willing to come to the day care home and talk to children about what they do in their jobs. Other people will allow the provider to bring children to see them while they are working. Here are some suggestions that will give children a chance to meet new people.

You may want to help community people understand the children you work with, that they wiggle, giggle, and cannot sit still very long. You may want to be sure they understand that children need to know the "positive" aspects of their jobs. Police could come unarmed, and medical people do not need to dwell on death. Here are some ideas of people you might ask:

- Police Officer: The Police Department encourages police officers to come talk to children and explain what a police officer does in a community. Often they will bring a police car or a motorcycle to the home for the children to see.

- Fire Fighter: Fire departments are happy to have children come to the fire station to see the engines, ladders and other equipment. Fire fighters will sometimes bring a fire truck to the day care home.

- Nurse: Many hospitals or nursing schools have student nurses who will come to private homes and give demonstrations as well as tell about what nurses do.

- Hair Stylist: A hair stylist may be willing to come to the day care home and cut or shampoo a child's hair while the other children watch.

- Pilot: An airplane pilot has an interesting job, and one may come to a day care home to explain the job. If you live close to an airport, you might arrange to have the children go on board an airplane.

- Plumber: Invite a plumber to show children how wrenches and other tools are used to fix clogged drains and plumbing.

- Home Economist: Many dairies have people who come to demonstrate how butter is made. The dairy council also provide materials such as miniature farms and butter churns that could be used in a day care home. Gas and electric companies sometimes have food specialists, too.

- Telephone Operator: The telephone company will allow children to visit with a telephone operator at work. The telephone company might also have people who will bring telephones to the home so that children can talk to each other on the telephone.

- Zoo Keeper: Visit the local zoo with the children and maybe arrange a personal visit with the zoo keeper. Zoos sometimes have animal trainers who will bring animals to day care homes.

Many other people such as chefs, truck or bus drivers, doctors, mail carriers, teachers, musicians, restaurant people and poets have interesting jobs and will be happy to explain them to children either in the day care home or at their places of work. Sometimes parents of day care home children are able to share their work with all the children.

Special Places

New places can provide new learning. The grocery store and the neighborhood park offer opportunities for children to learn new things. For example, at the grocery store children can learn about:

FRUIT AND VEGETABLES
This is a pear.
Artichokes are green.
Which fruits and vegetables can children name?

MILK AND DAIRY PRODUCTS
Milk is stored in cartons.
It comes from cows.
Butter comes from milk. Oleo margarine comes from vegetables.
Cheese is white. Sometimes color is added to make it orange.
Cheese comes from milk curds.
Cottage cheese is mostly curds.

MEATS/POULTRY/FISH

Meat comes from animals.

Turkey, chicken and ducks are called poultry. They are good protein sources too. So is fish. Look for fish and seafood.

Beef is from a cow and is ground up to make hamburger.

Sausages, cold cuts, and weiners are made of ground meat and poultry of different kinds.

Some meat costs more money than other meat.

Pork comes from a pig.

DIFFERENT JOBS

The butcher cuts the meat.

Truckers and delivery persons bring the food to the store in big boxes. The shelver puts it on the shelf.

The produce person keeps the vegetables fresh, and unpacks them from crates.

The cashier totals the prices and takes the payment money.

The bagger puts groceries in a sack.

MONEY

Food costs money.

Cash registers are machines which add prices and hold lots of money.

Some people write checks to pay for groceries. A check is a way to tell the bank where people keep their own money to pay the grocery store for these groceries.

The numbers on the package can tell the price of the food.

The numbers may also tell how many things are in the package, or how much it weighs.

PEOPLE

Some people especially like children.

Children are sometimes too small to see above the counter.

Candy, snacks, and gum are put down low so children can see them and want them.

At the neighborhood park children can learn:

- To use their small and large muscles.
- To use new words and concepts:
  - The dog "chased" the stick.
  - Water is "wet."
  - The weather is "sunny."
  - Sand is "heavy."
- To enjoy grass, trees and sand.
- To play with other children.
- To run free in large spaces.

Suggested Field Trips for Children

Zoo
Park
Aviary
Botantical gardens
Grocery store
Ice cream store
Gas station
Post Office
Library
Department store
Bakery
Laundromats
Walking in the neighborhood
Construction site

Pet store	Police station
Farm	Fire station
Goat farm	Hardware store
Natural history museum	Florist shop
Garden center	

To be an enjoyable learning experience for children, trips must be planned especially for them. This will involve planning ahead and thinking about children's needs and how children learn. If children are required to be quiet or wait for long periods of time, they will tire, become cross and irritable, and no one will enjoy the trip. The best trips involve action and the child's senses. The grocery store can be fun if children can walk around, touch the cans on the shelf, look at the meat, smell the bread baking, see the fruits and vegetables, push the cart, and feel the cold air in the refrigerator case.

PETTING ZOO

If a planned trip does not involve learning by doing, it is probably not a good trip for children. Children do not learn well by just hearing and looking, they need to learn by touching, smelling, tasting and handling real materials.

You can help ensure the success of the trip by giving some thought to the following suggestions for neighborhood trips with children:

TIPS FOR TRIPS

- Keep neighborhood outings and trips short. Children tire if the trip stretches out too long, particularly if naps and eating times are delayed.

- Take along supplies needed for the trip. Snacks to eat, toys for children to play with, clothing, and dry diapers might be essential for a comfortable trip. You might want to take along a wet wash cloth in a plastic bag for quick clean ups. You may want enough small bags for each child to have one for collecting treasures on walks.

- Never attempt to take more children on a trip than you can supervise safely. There should be an adult responsible for every three to five children, depending on their ages. If taking young babies and toddlers, an adult is needed for every one or two children. You may need to ask a friend to go along.

- Prepare the children for the trip. To make trips more fun and help children learn more, tell them where they will be going before they go. Tell the children what might happen. Then after the trip is over, let children talk and draw pictures about what they saw. Discuss the trip with them.

MAKING EVERY DAY WORK FOR CHILDREN AND YOU

When you plan, schedule, and keep a file of activities, you save yourself time and energy. You provide ideas and materials which give children successful, enjoyable experiences and strengthen their feelings of self esteem. Each day can be filled with opportunities to create, learn, and think, as children use sand, water, blocks, dramatic role equipment, books, cooking utensils, creative art, music, writing, and thinking materials. Each day can offer chances to acquire new large and small motor skills and practice old ones with variations. Many days can provide wider experiences for children in your community as you make it possible for children to learn about people, places, and events through special trips. The time and energy you invest in daily planning is well worth the effort.

CHAPTER 8
HEALTH, SAFETY, AND FIRST AID

One of the first goals you and parents share is the desire to keep children healthy. Because you may have children in your care for many hours, you will be the adult who teaches them many good health and safety habits. See that these are followed to protect yourself and your family, as well as every child in your care.

HEALTHY ROUTINES

Hand Washing

Hand washing is more than an opportunity to play in water (although that is good for children, too). Current health information suggests that as much as 90% of the virus-containing particles and bacteria on skin can be washed off with proper procedures. That is a lot of protection from infection for the amount of time and effort it takes. Care providers should wash their own hands frequently and carefully. Teach children how to wash hands effectively, and to be sure they do it every time it is needed. Here are current recommendations which apply to children and adults equally:

1. Hands should be washed many times each day, especially after using the toilet and immediately before handling food or eating. Hand washing should follow nose blowing, coughing and other respiratory symptom action tended to with the hands, even if a tissue is used. For adults, careful hand washing must be done before and after diapering or helping a child with toilet hygiene. Touching door knobs, toys, and furniture also transmits microorganisms ("germs"), so regular washing times should be observed every day.

2. Water should be warm. For adults, the hotter the better, but children need comfortably tempered warm water. Warm water dissolves particles more effectively than cold.

3. Running water is preferable to a plugged basin or wash pan, as the flowing action helps remove particles. This is especially important in rinsing. However, a basin is much better than no washing opportunity at all or infrequent washing. Water should be changed after each individual use, if possible. Children should swish hands through water to create water flow in a basin.

4. Rings should be left on and washed. They carry germs, too.

5. Soap helps a great deal as it kills some of the common microorganisms likely to make children sick. Liquid soaps have two advantages.

First, they do not leave a residue. A bar of soap may contain germs passed on by the prior user. Second, children seem to like liquid soap, thus may be more likely to use enough every time. It can be more expensive, but soap is NOT the place to cut your budget.

6. Washing action is important:

   - Make a heavy lather, rubbing plenty of soap between wet hands.
   - Lather every part of each hand with the other hand. Scrub the backs as well as palms of hands. Scrub each finger. Cup the fingers of one hand into the cupped fingers of the other, and scrub tips and nails with the inside of the other hand's fingers.
   - Scrub repeatedly for at least 30 seconds.
   - Rinse well.
   - Dry thoroughly on paper or on one's own individually marked towel.

7. Use a personal nail brush periodically, if available. Each child should have her/his own, name-labeled and accessibly stored, as with any other brush.

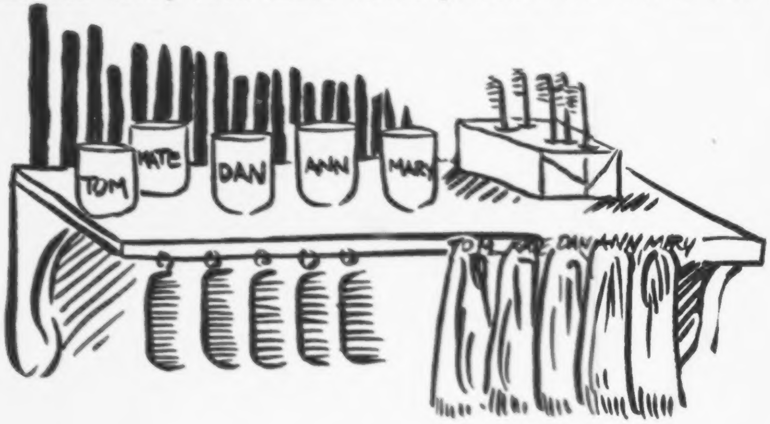
Teach children the relationship between cleanliness and health. Celebrate wellness. Clean hands help keep you well. Water dissolves dirt and washes off some germs. Scrubbing bumps germs and moves them off. Soap kills them. The foam and flowing water carries the germs down the drain. We want children to stay well, because we value them. So we scrub for them, and teach them to scrub for themselves.

Covering Coughs and Sneezes

To protect everyone, you must teach every child to cover a cough or sneeze with a clean tissue each time, and dispose of the tissue in a protected waste can. Discourage children from sneezing into their hands, or into their arms or sleeves. (If they cannot find tissue in time, they should bend over and direct the sneeze to the floor.) Many providers find a source for purchasing small-size tissues, like those hospitals use. This usually results in savings.

Toothbrushing

Every child, from the time teeth erupt, should have dental care. Daily care for toddlers, preschoolers, and school-agers should involve brushing teeth after meals at your home. Each child should have a personal toothbrush labeled with his/her name. When not in use, these should be stored so they do not touch each other, preferably bristle head end up. If you do not have an adequate holder, make one out of a small cube-shaped box (such as cut-off "boutique" tissues box), with small holes punched for the number of brushes.



Toothpaste is only important where the water supply is not flouridated, but children often like a dab. Use only toothpaste with an "ADA Approved" seal. Teach children that it is their brushing motion, not the toothpaste, that cleans teeth.

The recommended procedure is as follows:

- Child wets own brush.
- Provider may want to dispense a small (the size of a small shelled pea) dab of toothpaste.
- Child brushes with gentle back-and-forth motion, several times, over each span about half-a-tooth wide. Brush chewing surfaces. Then tilt brush up-down and stroke several times inside front teeth. Do upper and lower teeth separately.
- Child rinses mouth thoroughly, swishing water around, inside, outside, and between teeth.
- Be sure the toothbrush is thoroughly rinsed and properly stored to air dry.

You should be sure all toothbrushes are cleaned often, daily, if possible. They can be washed in the dishwasher with dishes, if your water is hot enough. Or soak brushes in bleach solution (1/2 c. chlorine bleach to 1 gallon water), and rinse.

Personal Hygiene

Children like to take care of themselves. They will enjoy combing and brushing their hair and washing their faces. You may also be responsible for bathing infants and toddlers, or any child who needs it. It is important to remember that each child must have a personal comb, brush, wash cloth, and towels which no one else uses. Drinking cups must be disposed of or washed after each use or must be used only by an individual child and name-labeled.

All cups should be washed daily. You will need to label items, hooks, or rack space with child's name, and supervise to be sure there is no sharing of these personal items.

GOOD CARE

Generally, the good care you give contributes greatly to children's health. Children are more likely to be healthy if they have balanced, appealing, and nutritious food; if they are encouraged into a schedule where rest and activity are alternated through the day; if they are dressed appropriately for the weather; and are attended to, supervised, and liked. Healthy children are more likely to be happy.

PRECAUTIONS AND ILLNESS

Ill Children

You may wish to establish a policy stating when you will accept a sick child. This policy may be incorporated into the Mutual Agreement (see Chapter 2, Form B) between you and the parents.

Points to consider in accepting sick children are:

- Can you give proper care to the sick child and still allow time to care for the other children?
- If the illness is contagious, can the sick child be adequately isolated?
- Can you manage medications? Can you store them properly and safely and give them on time?

When do you draw the line and tell parents you cannot accept a child who is ill? Current knowledge of the risks of infectious disease and skin conditions *to other children* suggests exclusion of children from your day care setting for some conditions, but not others. See exclusion criteria below. Reasons for not excluding children with respiratory diseases such as chicken pox and common colds concern the difficulty of knowing when the contagious phase of these diseases is present. Normally children have already been exposed to this condition if they have been with the infected child by the time the condition is obvious.

EXCLUSION CRITERIA FOR INFECTIOUS CHILDREN

(Adapted from: Aronson, Susan S., M.D. Exclusion Criteria for Ill Children in Child Care. *Child Care Information Exchange*, May, 1986.)

Disease or Condition	Exclusion is Recommended
Infectious respiratory diseases, (except strep throat)	No

Infectious diarrhea	Yes
Infectious vomiting	Yes
Varicella (chicken pox)	No, if only those children already exposed remain in contact with the infected child.
Cytomegalovirus	No
Hepatitis b carriers	No, but avoid shared secretions
Infectious conjunctivitis ("pink eye" etc.)	Yes, until next day after treatment starts.
Giardia lamblia carriers	No, if asymptomatic unless there is a child in the group with diarrhea.
Hepatitis A	Yes, if known. Use gamma globulin to stop outbreaks.
Haemophilus influenzae Type B	Yes, for illness. Consider use of rifampin to eliminate organism for carriers. Use vaccine in all day care children 18 months through 5 years.
Vaccine-preventable diseases (measles, mumps, rubella, diphtheria, tetanus, pertussis or whooping cough, Haemophilus influenzae Type B)	Yes, until judged not infectious by a physician. Report every case to the Health Department.
Strep throat	Yes, until next day after medical treatment is initiated.
Infectious skin conditions: Impetigo, ringworm, head lice and scabies.	Yes

You should have the advice of a public health nurse or a pediatrics specialist if you are in doubt about the contagiousness of a particular child or disease.

Children who are too sick to participate in your program may also be excluded if you feel you cannot care for them properly or for the sake of their own comfort.

Medications

Occasionally, you will need to carry on a drug therapy for a child. There are several suggestions which will help and protect you when you administer medications to children:

- Have the parent or legal guardian make out and sign a Medication Release form (Form E, Chapter 2) for each medication, and the length of time required. If the medicine is renewed, ask the parent to make out a new form.

- Give only medicine which is labeled with the child's name, correct dosage, and the name of the pharmacy the medicine is from. In this way you can contact the pharmacist with any questions.

- Do NOT give over-the-counter remedies such as asprin, cough syrup, antihistimines or decongestants without a written instruction from the child's physician, even if the parents suggest it. Parents sometimes seek to take care of illness quickly and can be lulled by advertising into thinking these products cure. They may not, and you cannot take the responsibility for any side effects on particular children.

- Write down exactly when you give proper medication to a child, and keep these records.

Caring for a Sick Child

In spite of the good food and good care the children receive in your home, they sometimes become ill while you are caring for them. Many of their illnesses are not serious but some could become serious if proper care is not given. Here are a few signs that might indicate you should watch for illness:

Flushed face and hot dry skin
Loss of appetite
Diarrhea
Change in usual behavior-irritability, crying, listlessness
Chills or fever
Vomiting
Unusual paleness, coldness or clamminess
Excessive sleepiness or fatigue during the day
Nausea which persists
Watery, red, or glassy eyes
Rash, bumps, or breaking out of the skin
Sore or red throat, hoarse or husky voice or swollen glands
Convulsions or spells causing a child to shake or twitch
Stiff back or neck
Pain in ear, head, chest, stomach, or joints

If any of these symptoms show, you will want to separate the child immediately from the group and into another room or area where the child will be comfortable. Keep him or her away from the others. You may decide to call the child's parent and/or a physician. You should certainly discuss these symptoms carefully when the parent arrives and indicate your concern.

While you have a sick child in your care, you will need to be very attentive. There are different things you should do, depending on the symptoms, to make a child comfortable. If you are just watching a child with a mild symptom, such as unusual behavior or tiredness, encourage the child to rest. Be sure a blanket is available. If the child is slightly feverish or flushed, extra fluid may be needed. Offer the child water or juice. Stay near and be comforting.

For symptoms such as sore throat, pain in the ear, more head pain than a slight headache, a stomachache that persists, diarrhea, persistent vomiting, clamminess, convulsions, stiffness or paralysis in joints or limbs, or if the fever is high (over 101 degrees Farenheit), call the parents immediately and advise them to call a doctor. If you are worried and cannot reach the parents, call the child's doctor. Usually a doctor will want to know the child's temperature before she or he gives a recommendation for care. You need to know how to take a child's temperature accurately and safely. Always use an oral thermometer. Never take any child's temperature rectally. Use underarm method for infant, toddlers, and those children not in good control.

The following instructions should be helpful for taking a child's temperature:

In every case prepare by:

- Rinsing thermometer if it has been stored in a chemical solution.
- Inspect the thermometer for any sharp or broken edges.
- Shaking the thermometer down until the mercury or alcohol is at its lowest.

To take a child's temperature by mouth (Oral):

- Make sure the child doesn't drink hot or cold liquids for several minutes before taking the temperature.
- Place the long silver or red tip (bulb) of the thermometer under the child's tongue.
- Have the child close lips gently, being careful not to bite the thermometer.
- Keep the thermometer under the child's tongue for three minutes. Continue to hold onto the thermometer. Do not leave the child alone.
- Wipe the thermometer with a clean tissue and hold to see by rotating until you can read the mercury or alcohol level. (Normal oral temperature is about 98 degrees Farenheit to 99.4 degrees Farenheit.)

To take a child's underarm temperature (axillary):

- Put the thermometer under the armpit. Bring the child's arm in gently and press the bulb, silver or red tip, against the child's body.
- Hold the thermometer in place for 5 minutes.

- Read it as you would for oral temperature. (Normal armpit temperature is 97 degrees Farenheit to 98 degrees Farenheit).

To clean the thermometer after each use:

- Wash with a soapy gauze pad or soapy cotton balls.
- Rinse under cool, running water. Hot water may break it.
- Dry thoroughly with a clean cloth.
- Soak it in isopropyl (rubbing) alcohol for at least 20 minutes.
- Rinse again, dry, and store in a clean container or in alcohol.

EMERGENCIES

If you take all of the safety precautions discussed in Chapter 4, you will have prevented most at home accidents. However, they still can happen. Quite often you will be faced with a bumped knee or a skinned elbow. Once in a while you may be faced with a more serious and demanding problem. It is important to know how to handle these injuries. The American Red Cross offers classes in first aid and CPR (cardiopulmonary resuscitation) for a small fee. TAKE THIS CLASS! A child's life may depend on your doing the right thing in an emergency. It is beyond the scope of this handbook to teach you what to do under these circumstances. We also suggest that you buy and study a first aid handbook. We list several in the reference list. Keep this book handy at all times and refer to it when in doubt.

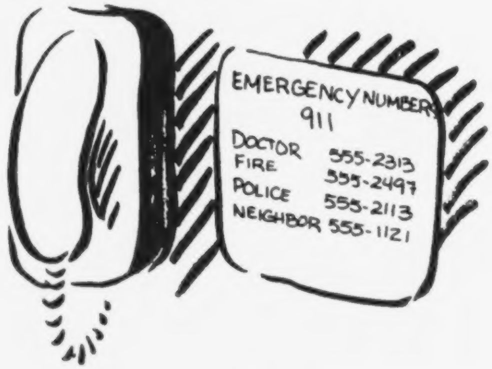
In most states it is against the law for a day care home provider to give any kind of unauthorized medication to children that she cares for. This includes any ointments, salves, antiseptics, mercurochrome, merthiolate or iodine. Some children are allergic to these substances. If a child needs any medication or treatment, you should call the parents. It is better if the parents take over the role of calling the physician. You should also have the name of the child's doctor in your records, as well as parent or guardian signed authorization (Form C, Chapter 2) in the event that emergency medical assistance (doctor, paramedic, nurse, ambulance, or transporting personnel) is needed.

Emergency Phone Numbers

Post a list of emergency telephone numbers near the phone. When accidents happen, there may not be time to locate these numbers in the telephone book. Here is an example of numbers which might be listed:

Doctor
Pharmacist
Ambulance
Fire
Hospital
Poison Center
Police
Rescue Squad

You should know if your community is served by a "911" emergency number. Teach this to older children.



Calling the Doctor

If a child is injured and needs a doctor's attention, contact the doctor without delay. Perhaps a chart could be made up for children, listing name, address, and telephone number of each child's doctor or a card file kept by the telephone with this information.

Going to the Hospital

It would be wise to locate the hospital nearest to you and plan an emergency route by car, bus, taxi or on foot. You should know where the emergency entrance of the hospital is located. If you have no car, then you should have on hand the names of dependable friends, who have agreed to take you and the child to the hospital, and someone to watch the other children.

CARING FOR EMERGENCIES: MINOR PROBLEMS

Most common injuries are not serious. You need to clean the wound with soap and water or make an ice pack with crushed cubes in a plastic bag wrapped in a washcloth. Soothe the child's feelings and then continue your daily routine.

With most broken-skin injuries and bruises, you should check for several days afterward for any sign of infection (redness, soreness, oozing, improper or slow healing). If it does not look right, recommend that parents get a medical opinion.

Be sure to wash your own hands carefully with soap before you give any first aid to children with even a small wound. Here are some other reminders of treatments. Remember to take the first aid course and use your reference book for complete explanations.

Cuts

Stop the bleeding by placing a clean cloth or handkerchief over the cut pressing firmly until the bleeding stops. Wash thoroughly with soap and water and pat dry. Cover the cut with sterile bandage. It may take 5 or 10 minutes to completely stop the bleeding. Keep the pressure on constantly. If this does not stop the bleeding, get medical help.

Scrapes

Wash the scrape thoroughly with soap and water. Use a wet gauze pad to remove all dirt particles gently. Cover the scrape with a sterile gauze pad or bandage.

Puncture Wounds

Soak the wound in warm water for 10-15 minutes. Cover it with a bandage. Get medical advice if the wound becomes sore or red. The doctor may recommend an injection to prevent tetanus.

Slivers

Wash the sliver with soap and water. Remove it with sterilized tweezers or a needle. Wash the area again, and cover with a bandage. To sterilize tweezers or the needle, hold it a moment in a flame and wash in isopropyl alcohol or in soap and water.

Falls (Possible Head Injury or Fracture)

If the baby or child falls, do not pick him or her up immediately. Try to decide whether there are injuries. Look to see whether the child moves both arms and legs and whether they appear broken. If a child has difficulty in moving, is unconscious or very listless and not responding, then immediately call emergency medical assistance and the parents.

If the situation does not require immediate emergency medical assistance, feel the child's head for any large bumps or depressions. Let the child rest or play quietly. If the child stays well and active, there is probably nothing to worry about. Check him or her frequently. If the child becomes very sleepy or vomits, has any paralysis, severe headache or head swelling, or unusual discharge from ears and nose, then call for parents and emergency medical assistance.

Minor Burns

Plunge the burn into a basin of cold water. Keep it submerged 15-30 minutes. Cover with a sterile dressing. Do not use ointments or greases. A cold pack may relieve the pain. If a burn is large, blisters or is blackened, call parents and get a physician's care immediately.

Ear Troubles

A doctor should be called within a few hours if a child complains of an earache. Do not apply heat or cold or do anything else unless the doctor recommends it.

Nose Bleeds

Reassure the child that she or he is safe and keep the child quiet and sitting up. Tell the child to breathe through the mouth. Grasp the nostrils gently and squeeze them together. Hold the pressure for 5 minutes. If bleeding continues, pinch the nose for another 5 minutes. Then you might try an ice pack on the bridge of the nose, while you call the doctor.

If the child pushes an object into the nose, get a doctor to remove it.

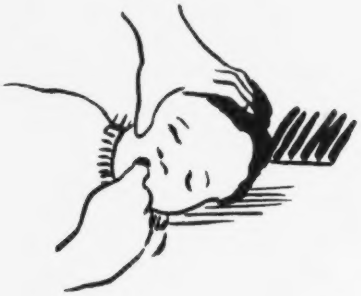
CARING FOR EMERGENCIES: SERIOUS PROBLEMS

Occasionally an accident happens that is very serious and demands quick attention. The provider must be very calm and know what to do immediately. Choking, bad bleeding, drowning, chemical burns, and electric shock require immediate action to save life. You do not have time to wait for advice. Poisonous bites, vomiting of blood, crushing injuries to the chest and severe burns also require immediate first aid until emergency medical assistance can reach you and take over. You can see, after you read this section, why you MUST get first aid and CPR training if you take responsibility for children. You can understand why you need a plan for getting help immediately from a close-by adult who can help with the other children. You can see why you need a list of emergency telephone numbers right by your phone.

Mouth-to-Mouth Breathing

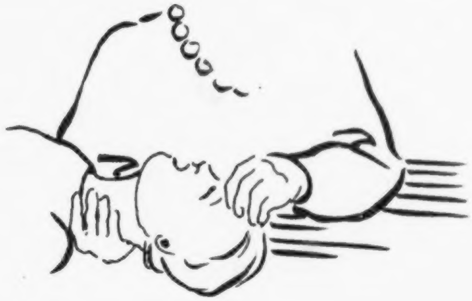
Children may stop breathing from many conditions such as electric shock, drowning, severe convulsions, choking, poisoning, or other injuries. To be ready to handle these, you should get CPR training. This following breathing procedure can be used in an emergency. This procedure should be used when a child is not breathing and has probably lost consciousness. CALL FOR HELP. Shout for a neighbor who can call Emergency Medical System (EMS) immediately! To determine a child's condition: Look, Listen, and Feel.

1. Clear the mouth with your finger, quickly removing any mucous, vomit, food or other material.



2. Lay the child face up on the floor, table or other firm surface.

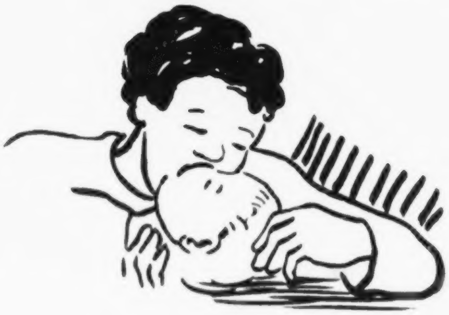
3. Gently tilt the child's head up and back by putting one hand under the child's neck and lifting upward and with the other hand on the child's forehead. (Be sure the child's head is not tipped back too far. This can block the airway).

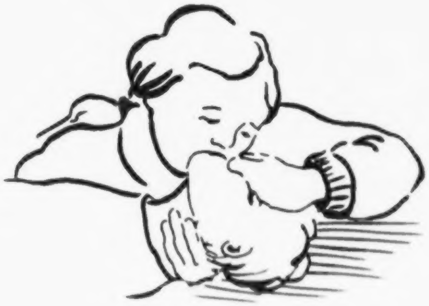


4. Put your ear next to the child's mouth and listen for any breathing.

If there is none, then proceed:

5. For an infant or very small child: Put your mouth over child's mouth and nose to make tight seal. If child is too large to make a seal this way, pinch nose and seal mouth with your mouth. Keep head tilted back to maintain open airway.

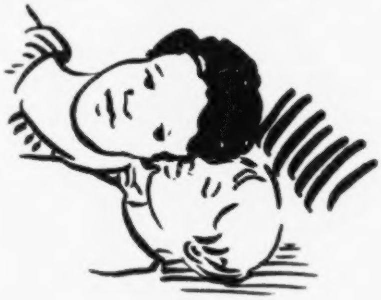




6. Give 2 slow, gentle breaths (small breaths for infants. Too much air could rupture the infant's lungs).

7. Watch the chest rise to be sure your air is getting to the lungs. If the chest does not rise, check for objects in the airway and remove it if possible (see "Choking", section which follows).

8. Remove your mouth and let the child's lungs empty.



9. Check pulse (For infant, under left nipple, for child over carotid artery in throat.)

10. If there is a pulse, repeat at a rate of about 1 breath every 3 seconds for infants, and 1 breath every 4 seconds for children. (If no pulse, CPR is needed. If not CPR-trained, continue breathing procedure and make sure EMS is on the way.)

11. Continue until the child breathes alone or until emergency medical help arrives.

If the child starts breathing, keep her or him lying down with feet up slightly. Turn the child's head to the side if vomiting starts. You should also cover the child with a light covering. Watch the child closely until medical help takes over.

Choking

Among infants, choking leads all causes of accidental death. This is due to lack of chewing capability and a natural inclination to put food and objects of all sizes into their mouths.

Toddlers and older children choke because they inhale food or objects in their mouths while playing, talking or laughing. This is especially true while eating or chewing gum. If giggling starts while the children are eating, insist that the children spit out the food in their mouths and stop eating until the laughter calms down. Some other things to do to avoid choking:

- Avoid foods young children do not handle well, such as pretzels, roundish or ring-shaped hard candy, or popcorn.
- Do not encourage teething infants to eat crackers or cookies.
- Be sure all seeds and cores are removed from fruit.
- Take care that children do not take large bites or put large pieces of food in their mouths.

- Cut or break solid food into small bite-sized pieces and encourage children to take one at a time and to chew it thoroughly.

- Encourage children to sit still while eating. Food or candy may be inhaled if the child gets excited or trips while walking or running.

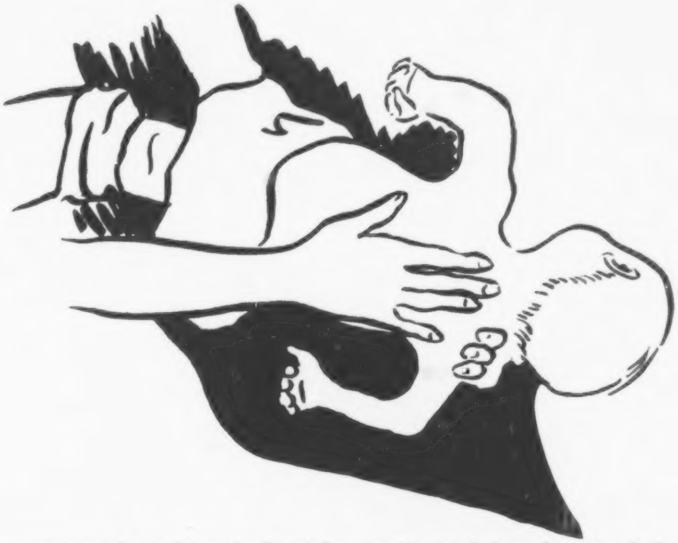
The following procedures are useful in treating choking victims who are conscious, but not able to cough strongly, cry, or breathe well. SHOUT FOR HELP!

For Infants (under 1 year old):

- Sit down on the floor or chair with the infant.

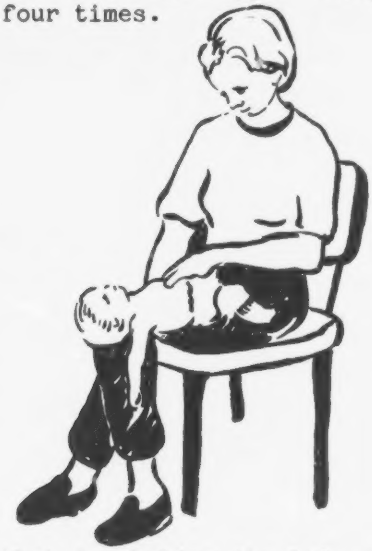
- Place the infant's face down over your forearm, resting on your thigh. Infant's head should be lower than chest. Support the infant's head and neck with your hand and fingers underneath.

- Give four forceful, but not injuriously hard blows, between the shoulder blades with the heel of your other hand.



- While supporting the infant's neck and head, sandwich the infant between your hands and forearms and turn the infant onto his/her back with the head lower than the body on your lap.

- Move your hand into a position on the infant's chest where your second and third finger are below the nipple line, and push into the chest between the ribs four times.



- Until the object that is choking the baby is coughed up, repeat these two steps.

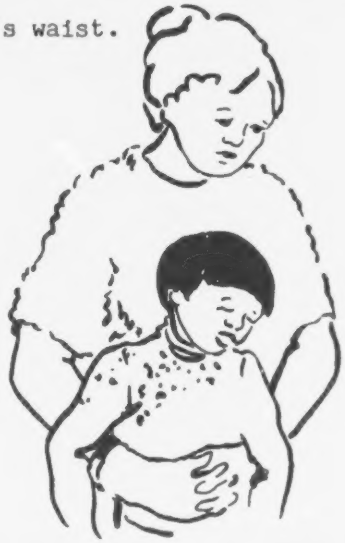
- If this does not work or if the infant becomes unconscious, CALL FOR HELP and get EMS on the way to you.

- Look to see if you can possibly remove the foreign object in the infant's airway. Try to ventilate by sealing your mouth over infant's nose and mouth and giving two slow gentle breaths. If chest does not rise, repeat four back blows, four chest thrusts. Look, finger sweep the mouth, try to ventilate. Repeat the cycle of blows - thrusts - breaths until help arrives.

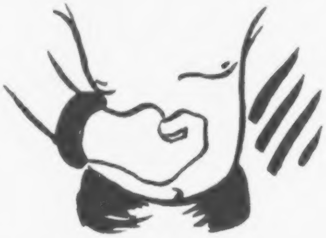
For children: SHOUT FOR HELP!

- Stand or kneel behind the child.

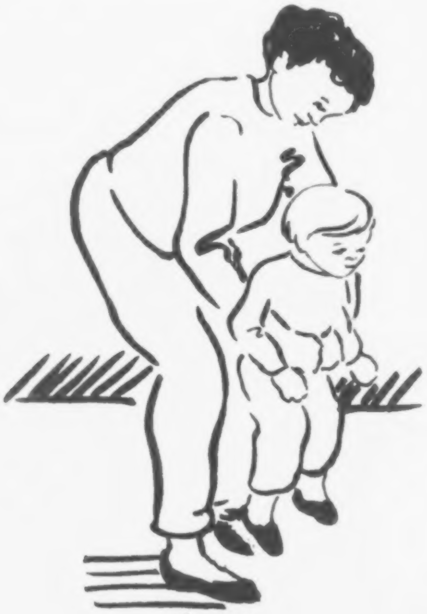
- Place your arms around the child's waist.



- Make a fist with your thumb tucked in, and place it just below the child's rib cage and above the navel.



- With your other hand, clasp your fist.
- Press your fist into the child's stomach and make a quick upward thrust.



- If an object is not coughed out, repeat the action.
- If this does not help or if the child stops breathing, CALL FOR HELP and get EMS on the way.
- If child becomes unconscious, place child on floor with arms at side.
- Try to ventilate with mouth-to-mouth rescue breathing procedure.
- If still blocked, give abdominal thrusts by straddling child, turning child. Place fist of one hand against child's abdomen between ribs and navel. Place second hand over first. Press into the abdomen with quick upward thrusts. Do 6-10 thrusts. Repeat finger sweep of mouth, attempt to ventilate, do abdominal thrusts. Repeat cycle until object dislodges or help arrives.

Poisoning

Try to determine the type and amount of poison eaten. Then call your local Poison Control Center (post the number for your area by your telephone) or doctor immediately. Some symptoms of acid and alkali poisoning are burns around the mouth, lips, and tongue; burning sensations in the mouth, throat and stomach; cramps; disorientation; and bloody diarrhea. Cleaning fluids, shoe polish, furniture polish, cosmetics, insect sprays, lye, and ammonia are examples of acid and alkali poisons. If the child has eaten kerosene or gasoline, you may be able to smell it on the breath. For acid, alkali or petroleum product poisoning, do not make the child vomit (these products burn on the way down and burn again on the way up.). Follow instructions given by the medical source you have telephoned. This may include giving the child a glass or two of milk, for alkalis especially, while you are on your way to the hospital.

Other types of poisons include medicines, some plants and berries, alcoholic substances, tobacco, etc. For these substances, you may be advised to make a child vomit. This is why you have syrup of ipecac in your first aid supplies.

Remember to seek medical advice before you do anything else and follow the instructions you are given.

Burns from Chemicals

If lye, oven cleaner, pesticides or other strong chemicals come in contact with a child's skin or eyes, wash them off with large amounts of warm water. Remove any clothing with the chemical on it. Place the affected area directly under a faucet, garden hose, or shower and keep rinsing for 15 minutes. Use a bottle, cup, or gentle faucet to wash out the eyes, keeping the eyelids open as much as possible, tipping the head with the burning eye down (so the chemical does not run into the other eye). For any eye injury, get medical help.

Bites and Stings

Any bite can be serious. Let the bite bleed if possible since this cleans the wound somewhat. Then wash it with soap and water, dry and cover it with a bandage.

Animal Bites: Whenever a child is bitten by a dog, cat, squirrel or other animal, whether wild or a pet, the child should be seen by a doctor at once. The bite may not be serious but the saliva of the animal may contain germs. Frequently, a tetanus booster may be called for. It is also important to capture the animal and keep it for observation and testing unless you know the animal has a current rabies vaccination. (All pets in your home should have current shots.)

Human bites are also painful and can cause infection. Treat them the same as animal bites by washing and covering. Parents should also watch for infections.

Insect and Spider Bites: Remove the stinger, if any, with tweezers. Apply a paste of baking soda and water or ice to ease the itching. If the child shows an unusual reaction such as paleness, nausea or stomach cramps, vomiting, drowsiness, convulsion, difficult breathing, fever, red or swollen eyes, or if the child breaks out in hives, keep the child quiet and call for medical help immediately. Such reactions can be life-threatening.

Tick Bites: Ticks attach to skin, often to the scalp. Ticks should be removed carefully so that you get all the parts. You can cover the tick with mineral oil or petroleum jelly, leaving it covered at least half an hour. Then, lift the tick with tweezers by grasping it as close to the child's skin as possible, pulling steadily and slowly. (A small bit of skin may come, too, as a part of the tick is embedded.) Wash the skin area thoroughly with soap and water. Watch for skin infection. The child should also be watched for symptoms of diseases ticks occasionally carry--chills and fever. If this develops, it helps the doctor to know about the recent tick. Be sure to tell parents about any bite or sting.

Snake Bites: Call for medical assistance and go to a doctor or hospital as quickly as possible if you suspect a child has been bitten by a poisonous snake. While waiting for a doctor or enroute to the hospital, tie a cloth tightly just above the bite to slow the flow of venom or poison into the body. Encourage the child to be calm and motionless as this will also help to slow the flow of the venom.

Heavy Bleeding or Hemorrhaging

Call for medical help immediately. Try to stop the bleeding by pressing sterile gauze pads or a clean cloth directly on the wound. Continue to press-DO NOT move your hand "to see how it's doing." If the bleeding continues, add more cloth and continue to press. Do not use a tourniquet or tie anything above the wound. Direct pressure will stop almost all bleeding. If bleeding cannot be stopped, call for medical assistance and apply pressure to an area on the side of the wound toward the center of the body. For instance, if the blood is flowing from the hand, press firmly on the inner surface of the upper arm. A first aid handbook and first aid training will show you where these points are located. Keep the pressure on until medical help arrives.

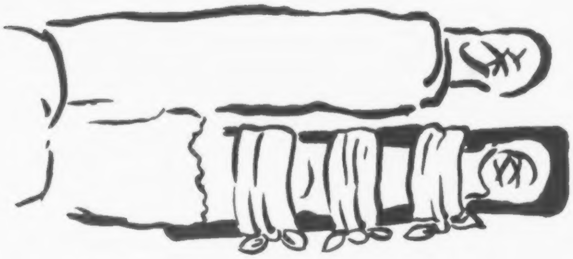
Broken Bones

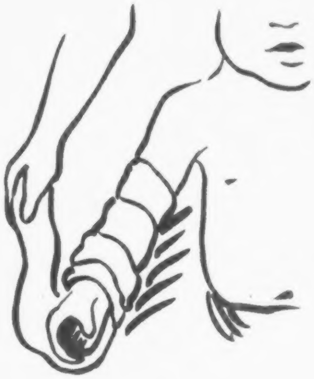
If a break or cracked bone (fracture) is suspected, do not let the child use the limb and do not move it. If possible, leave the child where he or she is. Keep the child warm do not give anything to eat or drink; and call a doctor. If a bone sticks through the skin, cover the wound lightly with a clean dressing. If the child must be moved, apply a splint to the injured limb before moving. Do not try to straighten the bone. To apply a splint:

Leg: Slide a flat, hard object under the leg. Be sure the joint at each end of the broken bone is on the support. Tie strips of cloth or bandage around the object and leg at 3-4 inch intervals. A long board, rolled up paper, magazine, or pieces of cardboard box can be used for splints.

Arm: A sling may be the easiest way to keep the arm immobile or use a a splint as suggested above. Newspaper can be wrapped around arm and tied.

Back or Neck: Do not do anything. Leave the child where she or he is. Get emergency medical help immediately.





Convulsions—Seizures

Most convulsions last only a few minutes. Keep calm and keep the child from hurting himself or herself. Place the child face down on the floor away from objects and furniture. Loosen any tight clothing around the neck or beltline. In this position, the child can breathe easily and is less likely to draw saliva into the lungs or to swallow the tongue. Do not hold the child down or put anything into the child's mouth.

When the convulsion is over, put the child to bed and watch him or her closely. Emergency medical help should be called if a seizure lasts more than 15 minutes. In any case call the parent as soon as possible. Often a convulsion marks the beginning of an infection or disease. A child with epilepsy needs continuing medical supervision.

DISASTER PROCEDURES

You need to have set your own procedures for evacuating the day care home in the event of fire and for taking shelter from tornadoes. Both procedures could be practiced periodically with the children, enlisting the help of older children.

Fire Evacuations

The first concern in the case of fire is getting the children out of the home safely and quickly. Considering the traffic pattern in the day care home aids the speed of evacuation. Are exits clear and windows able to be opened? Some advance planning can make the process easier for the children and may save lives. Arrange with a neighbor for shelter of the children, especially in cold weather, and plan for calling the fire department. Be aware of where the children are playing or resting at all times.

Some suggestions for fire safety in the day care home are:

- Install a smoke alarm and check it once a week.
- Request that the local fire department inspect your home. Many fire departments have a campaign which distributes stickers to be placed in the windows of rooms where children sleep or spend a large amount of time. Fire department people can tell you how to make your home safer.
- Make the fire department aware that a number of children are cared for in the home.
- Keep a fire extinguisher in the kitchen and others in handy locations.
- Wet towels or blankets can help provide protection from smoke and burns, if you and the children get trapped upstairs.
- Stay near the floor to avoid being overcome by smoke.

Remember: The first responsibility is to get all children out quickly and safely and placed in responsible adult care.

Tornado Safety

Iowa is well known for its tornadoes. Steps to follow in the event of threatening weather are:

- Be alert to changing weather conditions. You may wish to have a battery-operated transistor radio to use during adverse weather.
- Know that "tornado watch" means that the necessary conditions for a tornado are present.
- Understand that "tornado warning" means that a tornado has been sighted and you should all take shelter immediately. If your home is

in a city or town, know when the sound of the city siren indicates shelter should be taken.

- Locate the best shelter in your home. The ideal shelter is a basement with a reinforced location for protection from falling objects. This may be under a sturdy table or workbench. Also, some Iowa homes have food cellars which provide excellent protection.

- If your home does not have a basement or access to one, select an interior closet or small room with no windows. Never stay in a mobile home -- make shelter arrangements with a neighbor or friend.

- Try to arrange your shelter area to give children some comfort, as well as protection. Blankets offer both as does light, so have blankets and a flashlight in your shelter. Remember to take your battery-operated radio to keep up with the storm news.

- Reassure children, calm them and talk to them. Regular practices of storm alerts may help. Iowa children need to learn about severe storms and how to cope with them.

- Get a sticker from the Red Cross Office in Des Moines that explains what to do in the event of a tornado and how to decide what room provides the best shelter. The sticker should be posted in that room. Write the Red Cross Office at 2116 Grand Ave., Des Moines, IA 50312 or call (515) 243-7681.

CHAPTER 9

FOOD, NUTRITION, AND LEARNING

Nutrition refers to how bodies use food. Good nutrition, growth, health, and learning are interrelated. Good nutrition is especially important for young children because they are growing so rapidly. A child who eats poorly has more difficulty learning because that child loses interest quickly, lacks energy, has more sickness, and is irritable. Children who are not fed enough or eat the wrong kind of food consistently cannot develop to their full potential.

WHAT IS GOOD NUTRITION?

You will want to understand about healthy food and how to plan and serve a nutritionally balanced diet. Experts in nutrition have identified the kinds of food children need in order to grow and develop as they should.

- Proteins are needed to build muscles and body tissue. Foods with lots of protein include milk and cheese, meat and poultry, fish, eggs, dried beans and peas, and peanut butter. Variety is important.

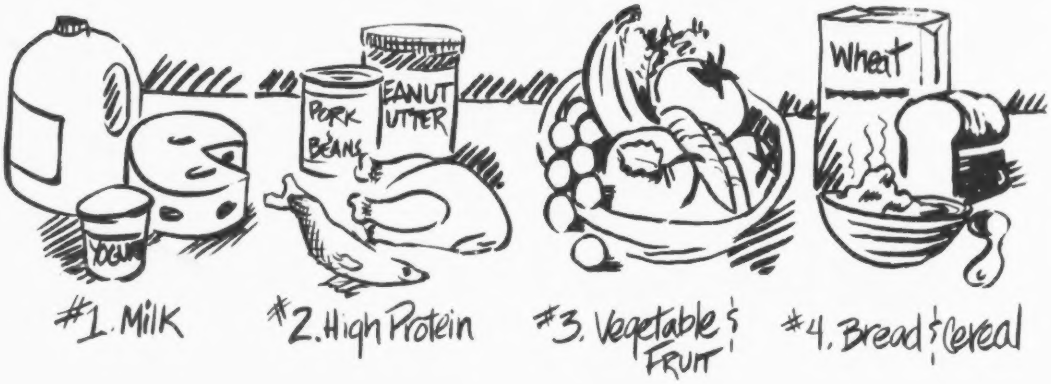
- Calcium and phosphorous help to build bones and teeth. The most important foods with calcium are milk, cheese, and products made with milk. Dark green leafy vegetables provide small amounts. Phosphorous can be found in many foods, particularly milk, fish, eggs, meats, and grains. Another mineral of special importance is iron, essential to building healthy blood. Meat, eggs, and grain foods are sources of iron. Liver is especially high in iron, but milk and milk products are very poor in this important nutrient. Therefore, children who drink mostly milk do not get a "perfect food," and run the risk of poor growth and anemia conditions. Other minerals, such as magnesium, sodium, and potassium, are usually provided by a well-balanced diet. Calcium and iron, however, are special needs in growing children. Studies show that these two minerals are often lacking in large enough amounts and must be carefully planned into the child's diet. If not, growth will suffer, sometimes drastically.

- Carbohydrates give energy. Foods containing large amounts of carbohydrates are bread and cereals; vegetables, including dried beans and peas; and fruit.

- Vitamins are essential for healthy nerves and muscles and for proper digestion. Many foods contain a variety of vitamins. A child should have a balanced diet chosen from a variety of foods each day in order to maintain good health.

Because there are so many vitamins, minerals and basic nutrients to remember, nutritionists have found a simple way to plan. They have grouped food into four basic groups: the milk group, the meat or high protein group, the vegetable-fruit group, and the bread-cereal group.

The Four Food Groups



The Milk Group

Milk is an important food for people of all ages, but especially for children. Other foods that belong in the milk group include dry milk, buttermilk, evaporated milk, cottage cheese, hard cheeses, cheese foods, yogurt, and soups, sauces and hot drinks made with milk. Young children need three or more servings of foods from the milk group each day. Many young children cannot drink that much milk, so you may want to cook with milk in order to get more into the diet. Using dry milk is economical and just as nutritious.

The High Protein (Meat) Group

In choosing foods in the meat group, you must be a wise shopper. Food in this group is usually the most expensive. Fortunately, some vegetables, such as dried beans, peas, lentils, and garbanzos (chickpeas) have a high protein content and are included in this group. Some other thrifty choices might be chicken, turkey, ground beef, fish, eggs, liver, picnic ham, and peanut butter. The vegetables should be used in a menu combination with some animal protein like cheese, milk or fish because the body should have a combination of proteins. Young children need two or more child-sized servings daily. (A "child-sized" serving for a young child is generally about half the size of an adult serving.)

The Vegetable-Fruit Group

Selecting foods from the fruit or vegetable group is easy since this group includes any fruit or vegetable. Some thrifty but nutritious choices include tomatoes, peaches, spinach, apples, oranges, carrots and squash. Fresh fruits and vegetables purchased during the growing season may be less expensive than frozen or canned products. Young children need four or more child-sized servings of food in the fruit-vegetable group each day.

The Bread-Cereal Group

Foods made from grains make up the bread-cereal group. Grains include wheat, rice, oats, rye, millet, and corn. Enriched flour, cereal, breads, macaroni and other pasta, oatmeal, cornmeal, and grits are some of the foods made from grains. These are good food buys because they are not expensive and are rich in food value. For proper nourishment, young children need four or more child-sized servings of whole grain or enriched grain food daily.

Child-Sized Portions

People who feed young children soon learn that a child cannot eat very much at one time. Planning balanced, nutritious food for children requires you to estimate about how much food children will eat. Children need small portions often. Children should actually eat in a food pattern something like this in a day care situation which does not serve the evening meal:

PATTERN	CHILDREN 1 up to 3 years	CHILDREN 3 up to 6 years
BREAKFAST		
Milk	1/2 cup	3/4 cup
Juice or fruit	1/4 cup	1/2 cup
Cereal	1/4 cup	1/3 cup
Bread	1/2 slice	1/2 slice
Cereal and/or Bread[1] enriched or whole grain		
MID-MORNING OR MID-AFTERNOON SUPPLEMENT		
Milk and juice or fruit or vegetable	1/2 cup	1/2 cup
Bread	1/2 slice	1/2 slice
Cereal	1/4 cup	1/3 cup
Bread or cereal,[1] enriched or whole grain		
LUNCH		
Milk	1/2 cup	3/4 cup
Meat and/or Alternate		
One of the following or combinations to give equivalent quantities:		
Meat, poultry, fish, cooked[2]	1 ounce	1-1/2 ounces
Cheese	1 ounce	1-1/2 ounces
Egg	1	1
Cooked dry beans and peas	1/8 cup	1/4 cup
Peanut butter	1 tablespoon	2 tablespoons
Vegetable and/or fruit[3]	1/4 cup	1/2 cup
Bread[1] enriched or whole grain	1/2 slice	1/2 slice
Butter or fortified margarine	1/2 teaspoon	1/2 teaspoon

[1] Or an equivalent serving of cornbread, biscuits, rolls, muffins, etc. of enriched or whole grain meal or flour.

[2] Cooked lean meat without bone.

[3] Must include at least two kinds.

PLANNING FOR GOOD NUTRITION

When children spend most of the day in your care it is recommended that you plan to supply 2/3 of the daily food requirements in the snacks and meals served.

For children under eight years old, a mid-morning and mid-afternoon snack is recommended between meals. Young children have smaller stomachs than adults and use more energy; therefore, they need to eat more often. Snacks between meals may keep children from becoming cross and tired. Snacks can provide good nutrition. Snacks served to children should be part of the daily requirements in the four food groups. Children may eat breakfast in your home as well as snacks and lunch. If you decide to serve breakfast, you may want to ask the parents to furnish the food, or charge them extra to cover the cost.

A sample one-day menu which provides children 2/3 of the daily requirements includes:

Breakfast:
Oatmeal
Milk
Toast
Orange juice

Morning Snacks:
Apple wedges
Graham cracker

Lunch:
Beans and Ham
Flour tortilla
Tomato wedges
Milk
Banana Slices and
Milk

Afternoon Snack:
Peanut butter on whole grain bread
Pineapple juice

Sugar and Other Nutritional Pitfalls

Refined sugar has little nutritional value. Health authorities know Americans eat far too much sugar and pay the price in tooth decay and weight problems. Children sometimes show dental problems and obese growth early in their lives. You can aid good nutrition by reducing the amount of refined sugar and substituting fruit, vegetables, nuts, cheese, or cereal foods for snacks. Beware of presweetened cereals, drink mixes and packaged gelatin and pudding mixes. These contain very high proportions of sugar, more than you think, and more than you would use to make a similar food at home. These products add to the candy, cake, cookies, ice cream, and soft drinks to create the mound of destructive sugar children consume, sometimes daily. Honey is much sweeter than sugar, so less is required; but honey is not a solution for a sweet tooth because it is also fattening and has little food value.

Be careful of the amount of fatty foods you offer children. Children do not need much fat in their diets and will get enough if you follow the "Four Food Groups" recommendations. Avoid deep-fried foods; oily snacks, such as doughnuts, fatty coatings on fish and chicken, and rich buttery foods and desserts for children. Most children do not need whole homogenized milk; use milk with lower butterfat content, either 2% or skim. Make sure meat and poultry are lean.

Salty foods, especially snacks, are also risky. Salt contains sodium, as do many other food additives. Sodium is over-consumed by adults, and that can be harmful to health. We start children early toward harmful habits when we put salt shakers on the table and salt our own food, even without testing it. Children copy us. Soon they learn that "tasty" means salty, and a very bad habit is established. Limit salty foods, such as pickles, cured meat (ham or bacon), snack foods (potato chips and pretzels), and condiments (catsup, mustard, and steak sauces). These products are all heavy on salt. Many canned and frozen prepared foods are also very salty. Read the labels for the list of ingredients and try to avoid especially salty foods.

What about fiber? Today, adults are often reminded that our refined foods have left us short on the bulky fiber we need for health. Although children need less than adults, they must have dietary bulk foods. A variety of healthy foods, especially fresh fruits, vegetables, and whole grain breads and cereals, should provide adequate fiber for children.

Snack Suggestions

Apple wedges
Apple rings
Applesauce
Apricots, fresh
Banana chunks
Bread, whole grain
Cabbage wedges
Carrot curls
Cauliflowerettes, raw or slightly cooked and and cold
Celery sticks
Celery stuffed with peanut butter or cheese
Cereal pieces
Cheese cubes
Cherries
Crackers, whole grain
Cucumber pieces
Dips for raw vegetable sticks
Fruit juice
Fruits, mixed
Fruit kabobs
Fruit slushes
Frozen fruitsickles from juice
Grapes (seedless)
Green peas in the pod
Green or red pepper pieces
Lemonade, pink or fresh
Melons pieces
Mixed vegetable juice
Orange sections or wedges
Peach pieces, fresh or light syrup, canned
Pear wedges, fresh or light syrup, canned
Pear wedges, fresh or light syrup, canned
Plums, fresh or canned
Prunes, dried
Plumped raisins
Sandwiches, whole grain
Strawberries
Tangerine segments
Tomato juice
Tomatoes
Tossed salad
Turnip sticks, raw
Vegetable soup
Zucchini strips
Grapefruit sections

Remember to plan menus using two or more servings in the milk group, one or more servings in the meat group, three or more servings in the vegetable-fruit group, and two or three servings in the bread-cereal group for each child care day.

DEVELOPING HEALTHY ATTITUDES TOWARD FOOD

It is important to help children develop happy, healthy attitudes toward food. Sometimes children become "poor eaters" and refuse to eat the foods they need for healthy growth and development. You may want to serve foods that children are accustomed to eating at home, to help children eat what you serve.

Some families eat rye flatbread; others eat corn bread, tortillas, rice cakes, grits, or steelcut oats. A family's ethnic and cultural ways contribute greatly to the eating preferences and styles of children. You should know about these family patterns and use familiar foods to help children eat and feel comfortable. Serving cultural foods at the day care home helps parents and children feel their heritage is respected and valued. It enhances the child's self-concept and gives a child something special to share with others. Parents are often glad to share recipes and cooking hints with you.

Helping Children Enjoy Food

Good attitudes toward food can be developed by following simple suggestions:

- Encourage children to eat without pressuring them. A child who feels well and is hungry will usually eat. Most children are able to decide how much food they need. A child who has a choice about eating will usually choose to eat because eating good food is satisfying. Praising children for good eating habits will be more effective than pressuring them. Most children dislike some food, but they usually outgrow their dislikes if they are allowed to do so naturally. Children can be well nourished if they are allowed to select from among foods which are all nutritious and good. Usually, children eat food they have chosen themselves.

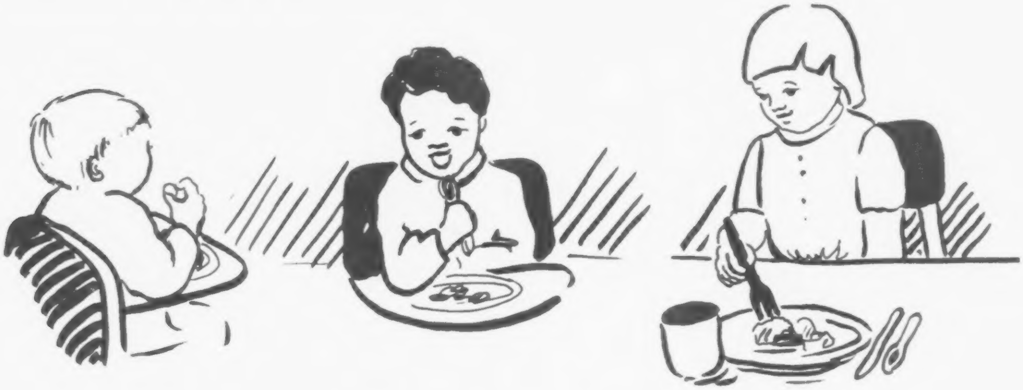
- Eat what you serve to children. Children's attitudes about food are influenced by other people. Children learn to like or dislike certain foods because adults do. For example, if children are reared in a family which likes spinach, the children will usually like spinach. On the other hand, if children are reared in a home where spinach is looked upon with suspicion and dislike, children may feel that way too. You are a good model for children if you eat what you expect them to eat, and eat with them.

- Encourage children to try new foods. Introduce children to many different foods. Eating a variety of foods helps ensure good nutritional balance. Enjoyment of variety can add pleasure to life.

- Do not expect the children to like new foods at first A child will be more likely to try a new food if it is served along with an old favorite or served as a snack. Children can be encouraged to try a new food, especially if an adult arouses a child's natural curiosity. To increase children's interest, talk to them about the foods you are serving. Let the children help prepare foods. Children who have touched, talked about, tasted, and helped to wash a raw eggplant are more likely to eat it when it is cooked in a casserole. Be sure to serve small portions, or help children serve themselves only what they can eat. Serving a new food as a snack the first time may work well.

- Treat dessert like a part of the meal, not a gold medal. Dessert should not be used to reward or punish children for any behavior. Desserts made with fruit, milk, or eggs are as nutritious as any other part of the meal. A child will not want dessert only unless adults hold dessert out as a treat or reward.

- Serve foods which are fun and easy to eat. In preparing foods, keep children's ages and developmental level in mind. Finger foods, such as cheese cubes, orange sections, and bite-sized vegetables are easy and fun for young children to eat. Avoid raw carrots, popcorn, and nuts for very young children, because these foods are hard to chew and cause choking. Foods served in bite-sized pieces are easier for young children to feed to themselves.



- Encourage children to feed themselves. Children begin to feed themselves in the first year. The time to help children learn to feed themselves is when they show interest and try it. When the child is ready to use a spoon, you can sometimes help by serving mashed potatoes and other foods that encourage the use of a spoon. Small children should be allowed to eat in their own way. Children who are learning to feed themselves make a mess. However, doing things for themselves help children learn and build confidence in their own abilities.

- Child-sized, unbreakable utensils are a must. If the dishes and utensils are small and unbreakable, eating time will be more pleasant for you and the children. Heavy-bottomed small cups help avoid spills. Young children use teaspoons and salad forks better than large ones. They do not need knives unless spreading is a special activity. Small butter spreaders are easier than large table knives.

- Serve children foods they like. Young children have food preferences different from adults. Research has shown that many young children have a natural preference for smooth-textured, bland foods. Children usually like unmixed foods. For example, they would rather have pieces of meat, carrot, potato separated on a plate, than eat stew. Children will sometimes prefer uncooked vegetables that can be eaten with the fingers rather than the same vegetable when it is cooked. As children grow older, they gradually acquire a taste for more highly-seasoned foods if such foods are gradually introduced.

- Serve a variety of foods. Respect the individual food preferences of children. Varying your menus quite a lot helps assure that individuals will have choices. Children, like adults, may occasionally go on a "food jag" and be interested in repeatedly eating a certain food. Now and then a child may eat very little or nothing at all. These behaviors may be part of an individual's pattern and can be handled by respecting the child's wishes and not forcing the child to eat. You should be concerned about a child's loss of appetite over a period of time, however.

- Involve children in cooking experiences. Let children help you prepare food. Kitchen experiences provide excellent learning and interest children in the food they eat.

Making Food Look Attractive

Serve food that looks attractive and smells good. How food looks and smells influences how it tastes. A good cook takes the time to add little extras, like a wedge of lemon or a fancy cucumber slice. Garnishes, fancy shapes, and different arrangements help foods look more appealing. A meal will be more attractive if it has a variety of colors, tastes, and textures. For example, a main course of tuna noodle casserole, served with fresh frozen green peas and toast squares, will have more eye, taste, and texture appeal than the same tuna dish served with creamed corn and white bread. An orange wedge, a cherry tomato, or a sprig of parsley makes an ordinary meal look special. Food served in an attractive way is appealing to children and adults.

FOOD AND LEARNING

You can help children develop physical, language, and social skills by involving them in planning and preparing food, talking and sharing, setting the table, and cleaning up after the meal.

Learning Physical Skills through Food Experiences

Very young children develop physical skills as they bite, chew, swallow, drink, and learn to feed themselves. Children improve muscle skills by using spoons and forks, pouring, cutting, sifting, and measuring. Older children can set the table and use cooking utensils, such as an egg beater. Keeping a damp sponge handy for children to wipe spills teaches skills and takes the pressure off a child who has a food accident. Boys and girls of all ages develop important life skills when encouraged to fix food.

Learning New Words and Ideas through Food Experiences

Children learn new words and ideas through experiences with food. They use words that explain relationships and location when setting the table or following recipes. Words and concepts such as, "in", "on the side", "on top of", "right" and "left", have real meaning as children work with food. Young children increase memory skills as they remember what to place on the table and where.

Children learn about colors, shapes, temperatures, sizes, and quantities as they handle red and yellow apples, round oranges, square cheese cubes, warm bread, and cold juice. Talk with children about the round shapes of bananas or tomatoes as they are sliced. Children can compare a "short" celery stick with a "long" one. Counting out "two eggs", or noting that there are "a lot" of grapes on a "bunch", but only "one" plum "per" person is a good way for children to begin to understand quantity and the language of mathematics.

Children learn about sequences -- that one thing happens after another -- as they help prepare muffins. Ideas of time and change develop as children wait for muffins come out of the oven. Everyday experiences in food preparation, such as watching dough rise, soup boil, or ice melt, provide basic scientific concepts.

Eating and cooking give opportunities to share information about food sources. Talk about where fish comes from, how butter is made, how corn grows. The next step might be to make butter with children or visit a fish market or cornfield.

Children learn best when new ideas are repeated in different ways. For example, if you talk about slicing "round pieces of banana" for snack, later in the week you could serve tomato slices and find things in the room with round shapes such as the plates.

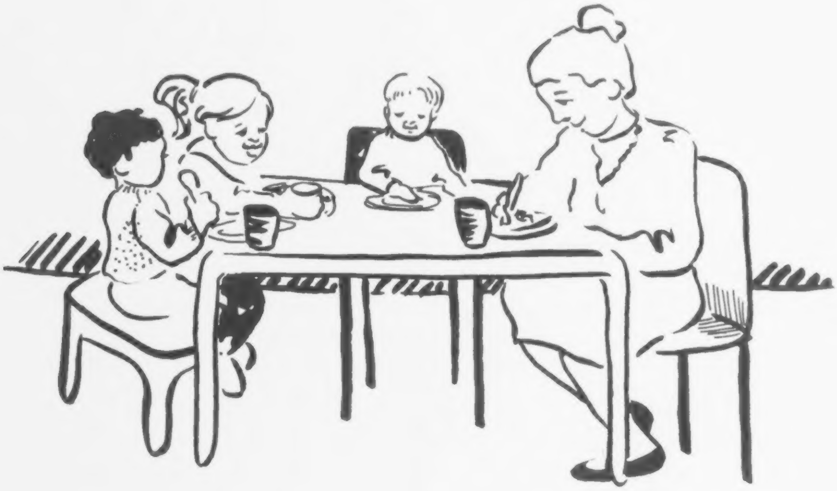
Planning for learning goes hand in hand with meal planning. When listing meals and snacks, think about learning activities to accompany them. The following chart gives some examples:

Learning Concepts	Activity and Morning Snack	Activity and Lunch	Activity and Afternoon Snack
Learning about round	Snack: Round crackers and milk in round cups Activity: Talk about and find round objects around the house	Hamburgers and buns (round) Cucumbers(cut round) Bananas (cut round) Milk	Snack: Orange slices (cut round) Game: Ring Around the Rosie, Fingerplay about balls + O's

Learning about the color red	Snack: Apples (red) Milk Song: Red Bird, Fly Through My Window	Vegetable soup with meat (red) Cherry tomatoes Milk Bread and Butter	Snack: Cranberry juice (red) Activity: Paint with red paint
Learning to count to two	Snack: Crackers (two) Cheese (two cubes) Activity: Count two hands, two feet, two shoes and socks, two eyes and ears	Tuna sandwiches (two slices of bread) Celery sticks (two) Ice cream: Two spoonfuls Milk Discuss "seconds"-second portion of food is concept of two	Snack: Raisins and Juice Activity: Count the raisins and sort them into groups of two.
Learning through touching	Snack: Graham crackers (hard) Banana (soft) Activity: Identify hard and soft objects in a bag by touching	Meatball (round) sandwiches Tomato Soup (wet, hot) Canned Pears (soft, wet) Milk (wet, cold)	Applesauce Milk Activity: Make applesauce, (hard apples become soft when cooked)
Learning about same and different	Snack: Square and round crackers, spread with peanut butter Milk Activity: Sort round crackers from square crackers (different)	Mushroom soup Salad, mixed-compare lettuce lettuce, celery, cabbage Toasted cheese sandwiches Peach cobbler Milk	Snack: Two kinds of dry cereal Juice Activity: Sort cereal that is the same and different.

Learning Social Skills through Food Experiences

Children learn social skills through food. They learn to enjoy a happy social meal with friends. Make meal times relaxed by encouraging children to talk with each other as they share food. Children should not be rushed to finish or told not to talk at the table. Meal time should be viewed as a social occasion where people share food and conversation. It is important that the provider sit at the table, eat, and talk with children. Allow plenty of time in the schedule for meals and snacks.



Children learn by copying the behavior of others. At meal times children can be exposed to good manners and consideration. Some children will learn to say "please" and "thank you". But more important, they will learn that you care about each child. As children interact with each other and with you, they will gradually learn consideration for others, including sharing and passing the food.

FOOD TIPS FOR SAVING MONEY

- Plan your menus ahead at least one week at a time.
- Before you shop, make a grocery list. Do not go shopping when hungry. You will find you plan meals more wisely for children if you go soon after eating.
- Choose foods children enjoy.
- Limit the amount of sweets, fats, and salty foods purchased.
- Buy needed food items on sale.
- Buy and use dry milk. Use it in cooking. Mix one part reconstituted dry milk with one part fresh milk for children to drink.
- Use cheese in main dishes, such as casseroles and rarebits. Cheese can be served for breakfast as well as snack and lunch.
- Remember that eggs are economical. Creamed, scrambled, baked, poached, and hard- or soft-cooked eggs can be served for snacks and lunch, as well as breakfast.
- Buy fresh fruits and vegetables in season.
- Limit purchases of perishable foods to readily useful amounts.

- Buy whole grain or enriched breads and cereals.
- Check prices to see if day-old bread is economical; your community may have an outlet where day-old bread and bakery goods are sold.
- Remember that chain store or generic brands are usually a few cents cheaper than comparable products.
- Cook soups and spaghetti sauce, for example, in large amounts and freeze small portions for lunches.
- Use leftover vegetables and meat in sandwiches, casseroles, or soups. Or warm in a microwave and serve another day.

Remember

It is important to provide good food experiences for the children, for growth, health, learning, and happiness.

CHAPTER 10
RESOURCES IN YOUR COMMUNITY

The community in which you live has a variety of resources available for families. As a family day care home provider, you are looked to for information and suggestions. This chapter describes some of the resources available in most communities.

HEALTH

In some communities, preventive health care is available through **Maternal and Child Health Services**, such as well-child clinics. Health appraisals, immunizations, assessment of growth and development, vision, hearing and speech screening are available to families of all income levels. **Maternal Health clinics** provide health care and prenatal services to low-income pregnant women. The **Women's, Infant's and Children's Program** (WIC) provides supplemental food and nutrition education to low-income parents and expectant mothers. Genetic Counseling is available across the state at no cost. Public Health Nurses in each county are excellent resources for health questions and programs. For your local **public health services**, check at your county courthouse or local Department of Human Services. The **Iowa Department of Public Health** is located at the Lucas State Office Building, Des Moines, IA 50319; telephone (515) 281-5787.

OTHER HEALTH RELATED SERVICES

The **American Red Cross** provides an 8-hour first aid course, and their first aid manual is an excellent resource. Some Red Cross programs provide classes in preparation for parenthood, home nursing, child care and nutrition. For information contact your local chapter, or the American Red Cross, 2116 Grand Ave., Des Moines, IA 50416; telephone (515) 243-6281.

The **Poison Control Information Center** has a 24-hour toll free telephone number for emergency information.

1-800-362-2327

You will want to add this number to the list of emergency telephone numbers near your telephone.

Some organizations have a particular focus and provide printed materials and sometimes speakers and films on their area of interest. The **March of Dimes**, for example, concentrates on birth defects and has information available on the health of newborns. The Central Iowa Chapter is located at 304-1/2 8th Street, Suite 200, Des Moines, IA 50309; telephone (515) 280-7750.

Community Mental Health Centers across the state provide services to individuals and families including outpatient services, consultation, education, and emergency services. Some provide inpatient care. To contact your local center, check the Yellow Pages under Mental Health.

COMMUNITY SUPPORT AND EDUCATIONAL SERVICES

The Department of Human Services (DHS) provides many services, particularly to low-income individuals and families, including Aid to Dependent Children (ADC), employment training, and support for child care services. Registration of family day care homes is another responsibility of this department. The local (county) DHS office is a good place to go with questions about child abuse, child care regulation and subsidy, and other kinds of support and help for families.

The Commission on Children, Youth and Families (ICCYF), a division of The Department of Human Rights, is concerned with the quality of services available for Iowa children and families. The ICCYF helps coordinate services and provides information for Iowans and services for children, youth and families. For information contact the ICCYF at: 523 E. 12th Street, Des Moines, IA 50319; Telephone (515) 281-3974.

Community Action Programs (CAP) across the state help coordinate government programs for low-income Iowans. CAP agencies are usually good places to check for resources and services for low income families.

Legal Aid or Legal Service Agencies provide legal service information and couseling for those needing assistance with civil suits, but who do not have the income to hire attorneys. They also have some educational materials available at no cost. For information about the agency in your area, call 1-800-532-1275 or check your Yellow Pages.

Area Education Agencies (AEA) have services which are available to all children from birth who have needs in special education areas. Children with suspected speech, hearing, motor, or perceptual problems can be diagnosed and treated. These services are available to all families regardless of family income. To find out which AEA serves your community, check the Yellow Pages under schools or call your local school district office.

Many **public school systems** have adult education courses on a wide variety of topics of interest to providers and parents. **YWCA's/YMCA's** also offer some adult education programs. Call your local "Y" and your local high school to find out what is available.

Community colleges and **vocational technical schools** offer adult education and college credit courses in child care and early childhood education. Some have a one-year diploma program and some a two-year Associate of Arts degree. Some courses are transferable to a four-year degree in child development or early childhood education.

The **ISU Cooperative Extension Service** in your county can be a source of support by providing a variety of programs of interest to providers and to the families for whom they care. Through the extension network Iowa State University makes available courses and workshops for providers and parents in the areas of child rearing and parent education. Information in the areas of housing, clothing, and nutrition is also available. There are specific publications and newsletters available for family day care home providers.

Ask your county extension home economist about other publications. Check your local telephone directory for address and phone number.

Cooperative extension also operates **Answer Line** which is a toll free hotline available to all citizens of Iowa who have questions relating to parenting, child development, child care and other areas of home economics. Questions are answered immediately or channeled to a specialist who calls back with the requested information. The hours are from 8 a.m. to 5 p.m. Monday through Friday. The telephone number is 1-800-262-3804.

THE CHILD DEVELOPMENT ASSOCIATE (CDA)

The Child Development Associate National Credentialing Program for Family Day Care Providers was authorized in 1985 and recognizes the unique characteristics of your family day care home. It offers you an opportunity to:

- Take a look at your work in relation to national standards.
- Receive feedback and support from others who have experience with family day care and knowledge about child development and programming for young children.
- Earn a professional credential that is recognized nationwide.

The CDA is a competency-based credential; that is, you receive the certificate when you are judged to be competent or skilled in several different areas. There are six competency goals, and these are further divided into 13 functional areas as shown below. The page numbers listed after each functional area are the pages where information on that functional area can be found in this handbook.

Competency Goals	Functional Areas
1. To establish and maintain a safe, healthy, learning environment	1. **Safe:** Candidate provides a safe environment to prevent and reduce injuries. Chapter 3: pp 49-53 Chapter 8: pp 157-169
	2. **Healthy:** Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness. Chapter 5: pp 68-70 Chapter 8: pp 149-169 Chapter 9: pp 171-182
	3. **Learning Environment:** Candidate uses space, relationships, materials, and routines as resources for constructing an in-

teresting, secure and enjoyable environment that encourages play, exploration and learning.
Chapter 1: pp 5-6
Chapter 3: pp 37-53
Chapter 5: pp 59-115

II. To advance physical and intellectual competence

4. **Physical:** Candidate provides a variety of equipment, activities and opportunities to promote the physical development of children.
Chapter 3: pp 42-48
Chapter 5: pp 59-115
Chapter 7: pp 142-143
Chapter 9: pp 178-179

5. **Cognitive:** Candidate provides activities and opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and learning styles of children.
Chapter 5: pp 59-115
Chapter 7: pp 142-147
Chapter 9: pp 178-180

6. **Communication:** Candidate actively communicates with children and provides opportunities and support for children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.
Chapter 5: pp 59-115
Chapter 9: pp 179-180

7. **Creative:** Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.
Chapter 3: pp 44-46
Chapter 5: pp 59-115

III. To support social and emotional development and provide positive guidance	8. **Self:** Candidate provides physical and emotional security for each child and helps each child to know, accept and take pride in himself or herself and to develop a sense of independence. Chapter 5: pp 59-115 Chapter 7: pp 136-137
	9. **Social:** Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults. Chapter 5: pp 59-115 Chapter 7: pp 142-143 Chapter 9: pp 180-181
	10. **Guidance:** Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group. Chapter 5: pp 59-115 Chapter 6: pp 117-129 Chapter 7: pp 136-137
IV. To establish positive and productive relationships with families	11. **Families:** Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family. Chapter 4: pp 55-58 Chapter 5: pp 83
V. To ensure a well-run, purposeful program responsive to participant needs	12. **Program Management:** Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator and a cooperative worker. Chapter 4: pp 57-58 Chapter 5: pp 110-115 Chapter 9: pp 181-182 Chapter 10: pp 183-185

VI. To maintain a committment to professionalism

13. **Professionalism:** Candidate makes decisions based on knowledge of early childhood theories and practices, and promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Chapter 1: pp 1-7
Chapter 10: pp 183-190
Chapter 11: pp 191-195

For further information on CDA you may write to: CDA National Credentialing Program; 1341 G Street, N.W.; Suite 802; Washington, D.C. 20005, or call 1-800-424-4310. Be sure to mention the family day care CDA program as there are CDA credentials for center-based and home-based program staff.

Training, which may lead towards CDA competencies, is available from a variety of sources: family day care association training sessions, workshops, other professional organizations, colleges and universities, as well as from reading on your own and observing or talking with other providers. Some training provides college credits and may give you a start on an Associate of Arts (AA) or Bachelor of Science degree (BS).

CHILD CARE RESOURCE AND REFERRAL

Child Care Resource and Referral Services (CCR&R) take many forms and perform varied tasks in any given community.

The most important common CCR&R services are:

- To assist parents in finding quality child care.
- Assist child care providers in developing and maintaining quality services.
- To document accurately and consistently the local supply and demand for child care.
- To help develop child care services, particularly family day care, in the community.
- To focus and coordinate community concern for child care.

As a family day care provider you will benefit from support services that might include: child care food program sponsorship, toy and equipment lending, training, and start up assistance. A child care referral counselor can assist you with questions relating to your child care operation. The matchmaking function, introducing families who need care to caregivers who want to provide care, has grown in some communities, to coordinating for child care funding assistance, parent education and employer supported child care programs.

Iowa Child Care Referral Services

Listed below are the Iowa Child Care Referral Services that are formally established and identified as of 9/18/86. Call the CCRS number serving the area nearest to where you are located. Call the Polk County Child Care Resource & Referral Center if you are aware of Iowa child care referral services not listed below or to obtain an updated listing.

Polk County Child Care Resource & Referral Center
P.O. Box 756, Des Moines, IA 50303
Located at City View Plaza 1200 University
Contact: Karen King, Program Manager
Jo Mulvihill, Child Care Referral specialist
Phone: (515) 286-2004

Childrens Services of Central Iowa
Story County Child Care Information and Referral
127 Sumner Avenue
Ames, IA 50010
Contact: Gerri Bugg
Phone: (515) 232-1505

Exceptional Persons, Inc.
2530 University
Waterloo, IA 50701
Contact: S. Joanne Lane
Phone: (515) 232-6671

United Way Information and Referral
P.O. Box 878
Located at 1030 5th Avenue SE
Cedar Rapids, IA 52406
Phone: (319) 398-5364
(800) 332-8182

Marshall County Child Care Services
Child Care Resource & Referral
P.O. Box 833
Located at 201 West Linn
Marshalltown, IA 50158
Counties Served: Marshall, Hardin, Tama, Poweshiek
Contact: Dee Burt, Coordinator Family Day Care Program
Phone: (515) 753-9332

PROFESSIONAL ASSOCIATIONS

Family Day Care Home Associations are valuable resources to providers and have been developed by groups of home providers who have found that working and meeting together provides mutual support and helps to solve mutual problems. In 1982, a state family day care association was formed to provide a forum for the exchange of information and discussion of issues, to improve and expand existing family day care home systems, and to provide consumers with information about quality child care. Currently, family day care home associations exist in Ames, Ankeny, Burlington, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Iowa City, Marshalltown, Mason City, Pella, Waterloo, and Winterset. To contact the state association check with the Child Care Resource Center, P.O. Box 756, Des Moines, IA 50303;

Telephone (515) 286-3536, or the 1986 state president, Mary Schmaedke; 2508 S. Union Road #11; Cedar Falls, IA 50613; telephone (319) 266-0469.

The National Association for the Education of Young Children (NAEYC), is a national group with a strong Iowa affiliate: The Iowa Association for Education of Young Children. Members include home providers, staff from child care centers, and other early childhood professionals. Services from this organization include annual conferences, publications about working with children and activities for children. For information in Iowa contact Judy Dally; IAEYC; 719 N.W. Greenwood; Ankeny, IA 50021. telephone: (515) 964-5725.

The Association for Childhood Education International (ACEI) is a professional association that also provides resources in a variety of forms for the field of early childhood education, including journals, conferences and newsletters. The Iowa contact is Kathleen Hentges; 116 S. Tennessee; Mason City, IA 50401; telephone: (515) 423-3319.

CHAPTER 11
TAKING CARE OF YOURSELF

When you decide to establish a family day care home, there is a final consideration which may be the most important one of all. To be a successful caregiver, you must give care to yourself. The whole operation depends on your health and your sense of well-being. It is worth thinking about.

SELF ESTEEM

Caring for yourself means, first of all, caring about yourself. Liking and accepting the person you are right now sets up the conditions for you to keep on going--and growing.

Many of the ways people express their own regard for themselves may seem commonplace, while other actions may seem, at first, selfish. There is a world of difference between self esteem and selfishness, however. Selfish people have a hard time liking themselves, and do not seem to feel much acceptance. Maybe that is a reason they are so preoccupied with their own affairs, even at the expense of others. People with strong self esteem, on the other hand, do not have to worry about themselves. They are confident, and can care for others with their whole attention.

People with strong feelings of self esteem are knowledgeable about their abilities. They know their strengths and their limits. They do not let opportunities pass by. Valuing yourself opens up new horizons. Here are a few of the ways to show and enhance your own self esteem:

- Pat yourself on the back. Remember your talents and use them.

- Present yourself positively if you value yourself. Be yourself, warm, neat, crisp and confident when day care families arrive in the morning. Have your own family breakfast out of the way, and be dressed for the day's activities. This shows the world you feel good about yourself and the work you are doing.

- Assess each day for what works well. Look for the good things that happen. Analyze what did not work well, and plan changes for tomorrow.

- Develop a rich and varied life. Set your schedule so that work does not fill all your time.

- Find leisure time activities which are satisfying, as well as relaxing.

- Choose to be with people you like, family, and friends who will support you.

Health

People who value themselves are likely to pay attention to their health. Health is fundamental to feelings of well-being, and makes all kinds of development easier. A previous chapter about the health and safety of children (Chapter 8) applies to you and other adults as well. Good nutrition, a balance of rest and exercise during the day, adequate sleep at night, comfortable clothing and shoes, habits which protect one from disease, such as frequent hand-washing, and limiting the use of substances likely to be harmful to your health, are examples of how people show they care about themselves by caring for their bodies.

In a few paragraphs, we will be discussing stress, which is also a health issue. Basic to that topic, is an understanding of what might be developmentally appropriate for adults.

Self Knowledge

The better you know yourself, the more accurately you can gauge your energy and ability to cope, understand, and enjoy child care work. Learning about yourself requires that you honestly examine and identify your unique style of working with other people, solving problems, and expressing joy, anger, and other feelings. Knowing yourself can help you to grow, especially as you sincerely look for those areas within your understanding of yourself which you would like to change. Adults do much of their changing and developing because they plan it that way and work at it. Understanding adult development may also bring you some new insights about parents. Every parent is a developing individual.

All the general ideas we have discussed about child development also have applications to adult development. Yes, adults do develop. We continue to grow and change intellectually, emotionally, and socially. Even to some extent, physical changes--both growth and decline--are developmental. There is a lot more known about the ways children and adolescents develop than about adult development, but knowledge about adults is increasing.

A person's childhood experiences obviously affect how that person develops. Some childhood patterns and experiences have more predictable results than others. But development is continuous throughout life.

During the adult years, some development is age-related, and is especially tied to the kinds of social and family life roles people fulfill. Understanding some of these general "ages and stages" issues can also help you understand parents with greater sympathy.

Many young adults (ages 20 to around 30 years) are working at finding themselves as adults, and may not yet feel quite grown up. Characteristics of teenagers, such as being casual about career or life style, blaming one's troubles on one's parents, or pleasure-seeking as a priority, may still come through. The 20's are the prime time of life for establishing an intimate relationship with another person. This search for a serious, living, caring relationship can be preoccupying. Many people marry and may have children, but even parenthood does not develop people overnight. It takes years to get oneself under control emotionally, and to understand and accept mature responsibilities. Feeling independent from one's own parental family and seeing other older adults as peers and friends comes gradually.

Some people may have upheavals at about the age of 30, as if turning a new decade brings new thoughts. As people move into their 30's, they may take on added adult responsibilities, might re-examine career options, or really settle down into a job with goals of promotion and/or increasing security. Some people switch jobs or go into business for themselves. People are also starting to realize the distance between themselves and young people, and may be more likely to identify with adult tastes and issues than with adolescent preferences and topics.

Parenting and child care work are two expressions of the feeling many people have in their 30's, as they seek to give nurture, take adult responsibility for others as well as themselves, and want to bring more order and predictability into their own lives. People in their 30's can become quite committed to their family and life patterns. Parents are likely to become even more interested in their children as individual growing persons.

From 40 years on, people are likely to start "feeling their age" a bit physically. Because of this, or some other reason, some people go through periods of real crisis proportions, as if they need to make life changes quickly, while there is still time. Sometimes these upheavals do create major changes in careers, family status, or place of residence. Crises can also create a renewed vigor for moving on, developmentally, and enjoying later life. Even though people in their forties may be grandparents, they may still blame their own parents or childhood circumstances, for their current troubles and disappointments.

Through middle adulthood years (45 to 60 years), many people again settle down. Parents adjust to having children grow into adults and leave home. People in this age group also are adjusting to children's marriages, to being grandparents, and to being free to be "themselves" again. They still may worry about their children making life successes, and may have adult children moving back home temporarily, or needing help in other ways. Some have responsibilities for their own aging parents. Many people, during this period, turn again to friends their own age, and may be very social.

For older people, well-planned, financially secure retirement years certainly contribute to well-being. Many older people, especially women, do not live such easy lives. Old age can bring satisfaction, or at least acceptance, of one's unique life pattern. Contrary to popular notions about old age and mental infirmities, many people retain keen, intelligent functions, and lively interests in current events and daily life.

The most important thing to remember about adult development is that people can, will, and do change throughout the adult years. Personality--the way we are--does develop through the years, and can also be changed by experiences. We are not, any of us, on a present course which cannot be altered. Development throughout all the years of our lives can be deeply enriched through a lifelong interest in learning through new experiences.

HANDLING STRESS: PREVENTING BURNOUT

Earlier in the book we discussed the difficulties children can have because the burden of stress in their lives has become too great. Stress can get out of hand for adults, too. Stress is caused in our bodies by a great variety of demands, called "stressors." Stressors can be anything from an argument to a tornado--events which upset our calm, upend our support, and strain our patience. Bodies react to stress with a series of reactions, usually faster breathing, maybe heart and head feelings of "pounding", and a scary feeling in the pit of the stomach. Prolonged unsolved stress can lead to many other problems.

Stress becomes a problem whenever demands of a situation get out of balance with the strengths the person has to meet the demands, solve the problems, and diminish stress. A heavy load of stress can cause a person to feel depleted, exhausted, and "wrung out." The effects of continuing stress seem to accumulate, and are associated with physical and mental illness of many kinds. Recent research shows that these effects can occur whether the stress is caused by a major tragedy or upheaval--such as a family death, divorce, or being fired from a job--or from "hassles", little bothersome events without resolution which build up in daily life.

People differ greatly in their responses to stressful conditions. A person may have to perceive a condition as threatening, harmful, or challenging, before that condition produces stress.

In addition to personal stresses, some special sources of stress have been identified in child care work. Caregivers with little knowledge of child development, and/or little experience with children, appear to be at greatest risk.

- Caregivers' frustrations can mount if children do not do what you want them to, or do not like what you plan.
- Children do unexpected things, and sometimes do not understand adults. The results can be disastrous, as when you find a two-year-old washing your entire supply of construction paper in the sink.
- It is hard to see the results of work with children, because important developments, such as children's growing competence and self control, do not show up immediately, nor are they caused by one incident. Then we doubt that our patient work matters.
- Parents may argue, ignore our rules or their child, be unimpressed by our job or their child's growth. Parents can be neglectful, even abusive, to caregivers as well as children.
- It is hard to give children a good program when you feel there is not enough money for equipment and supplies.
- Low pay for strenuous and important work can become an issue.
- Caregivers, in order to do a good job, should really like children. This can cause problems, however, as the affectionate bonds developed with most children are bound to be broken as children outgrow day care or families move.
- Providing child care in your home can be lonely work. The isolation from other adults may be difficult.
- Many adults in the community do not give child care work much status or think of it as important. Some community members may even oppose child care work and feel that mothers should stay home with their children.

Stressors in child care work have been studied recently, and evidence of job "burnout" has been noted. Burnout is a result of the piling up of stress in a job which involves helping other people. While no studies of family day care homes' stressors have yet been done, experiences of providers suggest the threats of burnout exist for home caregivers too.

The symptoms of burnout are (1) emotional exhaustion--a drained feeling and lack of energy which leads to avoiding social contacts or responding routinely and without feeling, rather than in a lively, individual, caring way; (2) treating people less personally, with increasingly negative attitudes, ignoring needs of children, labeling, blaming and name-calling, and/or refusing to serve families; (3) feelings of not doing a good job anymore, seeing oneself as a failure, feeling guilty and unhappy but not doing anything about it.

In child care settings, stress and burnout problems seem to get worse as more children and families are served. The demands of the situation increase with each child added. Caregivers may then react with impatience, start to ignore quiet children, avoid contacts with parents, avoid physical hugging or any emotional involvement with children, for example.

Caregivers who are most affected by burnout are likely to be young and/or single. It seems that accumulated wisdom from experiences and training, and the stage of an adult's development may make a difference in how we handle job stress. The support and security of a close bond with another adult matters, too.

How do people cope with stress successfully? How do caregivers prevent daily hassles from contributing to child care burnout? There are several suggestions which can help in both your personal life and your day care business:

- Seek understanding of your own reactions. List the things which really bother you. Tackle them, one at a time.

- Understand stress and learn techniques for relieving it. Workshops are frequently offered at educational, community, and medical facilities. These stress clinics are enormously popular and provide insight for many people.

- Plan your day with children to give a framework you can handle which also lets children enjoy their schedule. Follow suggestions in this book for balance of quiet and active play, providing frequent and nutritious food. Offer only as many activities as you can set up and supervise at one time. For example, you may provide water play or fingerpainting or mixing play dough at 10:00 a.m. Monday, but not all three at once!

- Regulate the environment so you can comfortably "cover" it with your attention at all times. Close off rooms where children could get into trouble when you cannot see what they are doing. Arrange furniture and activity areas to save you steps as well as being within your line of sight.

- Set realistic goals for yourself, and give a reasonable period of time to atttain them: "By the end of the week, I will have gotten caught up with all my record-keeping"; "Before I watch TV tonight, I will call Crissy's mother."

- Examine your work routine and ask yourself, "What can be changed?" --to give you more time, more rest, or more joy--whatever will solve problems. Often working differently, rather than working harder, provides a solution to stress.

- Find ways to relax. Family day care providers cannot really "take a break", if there is no other adult to assume responsibility for children. But you can find times in your day to enforce quiet activity for children, or a rest time when all children are expected to stay on an assigned spot. Then you can afford to close your eyes for a moment, breathe deeply, and collect your thoughts.

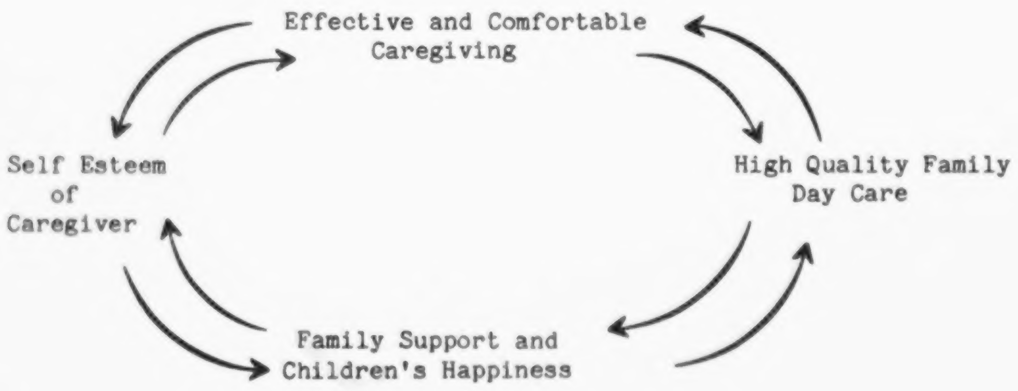
- Work on improving communication techniques: with your own family, with day care children, and with their parents. You may be able to find training sessions in this area of human relations.

- Learn how to handle sensitive topics with children and adults. You will feel more comfortable if you have some confidence in dealing with tough questions, bad news, sex, money, failure, death, and family problems. You may seek advice from pastors, counselors, social workers; human relations training helps with these issues, too.

- Learn problem-solving techniques: define issues for what they are, analyze and figure out what is wrong or bothersome or needs improving. (Remember that children and parents have problems, but their problems are not your problems; they are your work.) Examine alternatives. Seek information. Try out the likliest solution. See if this solution works. If not, try another way. Seek new ideas here, too, through human relations training.

PROFESSIONALIZE YOUR FAMILY DAY CARE BUSINESS

When you take care of yourself, and care about yourself, your day care business works better. The process works in a circle, that is, when your day care works well, it makes you feel good about yourself, too:


Effective and Comfortable Caregiving
High Quality Family Day Care
Family Support and Children's Happiness
Self Esteem of Caregiver

Professionalizing your day care service might include things like state registration for your home and first aid-CPR training for you. Here are a few other ideas for you to consider as you think of ways to make your day care even better:

- Always refer to yourself and your business professionally. Use terms such as "caregiver," "day care provider," "child care worker," "family day care," etc. DO NOT call yourself a "babysitter" or refer to your child care business as "babysitting." Correct other people, if they misname you, so that they understand that your service is a high quality, career enterprise, and that you are proud of it.

- Be prepared for your work: seek child development knowledge and skills for providing developmentally appropriate activities and planned routines for each child. Know each child and plan for individual needs. Get acquainted with families immediately and maintain positive contacts with them.

- Watch for opportunities to learn more about child care. Saturday workshops, evening courses and sessions, early morning educational television are sources of education in child care and related areas.

- Evaluate your day care. Give yourself feedback by writing down your assessments, questions, and thoughts. Do this almost daily, while you remember. Review this personal journal and see if you are meeting your objectives, if you need different information, or if you have hindsight that gives you new ideas.

- Seek feedback on your program from parents. Encourage them by letting them know you want to give an even better program of care to their children, and appreciate their ideas.

- Find another adult who is not connected with your day care home to give you opinions, and help you in outlining choices.

- Use the Child Development Associate (CDA) information in of this book to check yourself and your program. How does your day care compare?

- Consider seeking a Family Day Care CDA certification for yourself. If you have a CDA, advertise it.

- Keep a self-development folder, with a record of your child care training, and information. Keep articles, reprints, notes on ideas you want to study or know more about.

- Take and maintain control of your business affairs. Do not be intimidated by others. Learn how to be assertive without being aggressive, and firm without being angry. Seek and enjoy an "Assertiveness Training" workshop.

- Locate and get acquainted with other family day care providers. Join a family day care association, or get together and start one. Exchange ideas and organize cooperative ventures, such as field trips and professional development workshops. You may be able to start a resource center, or a lending cooperative for large and/or expensive equipment.

ENJOY AND BE PROUD OF YOUR WORK

Providing nurturant care and educational opportunities to children is one of society's most precious tasks. As a family day care provider, you are in a position to know children well and guide them individually. You can help and support their families, giving greater strength to them as you share your knowledge and insights. You will be a part of a vast network of women and men who form the child care profession, a fine group working together in an honorable tradition. Enjoy yourself, and be proud of yourself and your work.

REFERENCES

The following books may be helpful to you. This list is certainly far from complete. Your library or bookstore may have some of these, or similar books. If not, they may be able to borrow them through an interlibrary loan (from another library). Your bookstore will usually order books for you. Prices given do not include postage and handling. They are accurate as we prepare this list, but may change any time.

A good reason to go to conferences (like IAEYC's statewide or regional gatherings) is the chance to examine books and materials on display and purchase them at the conference. Two of the best publishers of useful day care and early education materials are NAEYC and ACEI. Write for free catalogues:

(NAEYC) National Association for
the Education of Young Children
1834 Connecticut Ave. NW
Washington, D.C. 20009

(ACEI) Association for Childhood
Education International
11141 Georgia Avenue
Suite 200
Wheaton, MD 20902

Firms which handle many publishers' resources: write for a catalog.

Early Childhood Bookhouse
P.O. Box 2791
Portland, OR 97208
(503) 224-6372

Gryphon House
3706 Otis Street
P.O. Box 275
Mt. Rainier, MD
1-800-638-0928

Toys 'n Things Press
a division of
Resources for Child Caring, Inc.
906 North Dale St.
St. Paul, MN 55103
(612) 874-2176

ACTIVITIES

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Lasky, Lila & Mukerji, Rose. (1980). Art: Basic for young children. Washington, D.C.: NAEYC. $5.00

General: Collections, Variety of Activities, and Ages

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Cherry, Clare. Creative play for the developing child: Early lifehood education through play. Belmont, CA: Fearon-Pitman Publishers, Inc. $11.95

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Croft, Doreen & Hess, Robert. (1975). *An activities handbook for teachers of young children* (2nd ed.). Boston, MA: Houghton Mifflin Company. $23.95

Eliason, Claudia & Jenkins, Loa. (1986). *A practical guide to early childhood curriculum*. (3rd Ed.). Columbus, OH: Merrill. $19.95

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Jones, Sandy. (1979). *Learning for little kids: A parents sourcebook for the years 3 to 8*. Boston: Houghton and Mifflin. $7.95

Linderman, Emma. (1977). *Teach-ables from trash-ables*. St. Paul, MN: Toys 'n Things Training and Resource Center, Inc. $9.95

Lorton, Mary Baratta. (1972). *Workjobs for parents: Activity-centered learning in the home*. Menlo Park, CA: Addison-Wesley Publishing Company. $7.95

Miller, Karen. (1985). *Ages and stages: Developmental descriptions and activities, birth through eight years*. Marshfield, MA: Telshare Publishing Co., Inc. $10.95

Moyer, Joan. (1986). *Selecting eucational equipment and materials for home and school*. Wheaton, MD: ACEI. $7.80 ($6.50 for members)

Newson, John & Newson, Elizabeth. (1979). *Toys and playthings: A practical guide for parents and teachers*. New York: Pantheon. $4.95

Sunderlin, Sylvia (Ed.). (1967). *Bits and pieces: Imaginative uses for children's learning*. Wheaton, MD: ACEI. $4.80 ($4.00 for members)

Trencher, Barbara. (1976). *Child's play: An activities and materials handbook*. Atlanta, GA: Humanics, Ltd. $14.95

Language Activities

Flint Public Library. (1977). *Ring a ring o' roses*. (400 songs and fingerplays for preschool children.) (Available from: Toys Things Press, St. Paul, MN). $2.95

Gillies, Emily. (1973). *Creative dramatics for all children*. Wheaton, MD: ACEI. $4.80 ($4.00 for members)

Jenkins, Peggy. (1980). *The magic of puppetry: A guide for those working with young children*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Schickedanz, Judith. (1986). *More than the ABCs: The early stages of reading and writing*. Washington, D.C.: NAEYC. $6.00

Multi-Cultural, Non-Sexist Activities

Saracho, Olivia N. & Spodek, Bernard. (1983). Understanding the multicultural experience in early childhood education. Washington, DC: NAEYC. $5.50

Sprung, Barbara. (1975). Non-sexist education for young children: A practical guide. New York: Citation. $3.25

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Cherry, Clare. (1971). Creative movement for the developing child. Belmont, CA: Fearon-Pitman Publishers, Inc. $5.95

Glazer, Tom. (1980) Do your ears hang low?: 50 more musical fingerplays. Garden City, NY. Doubleday. $12.95

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McDonald, Dorothy. (1979). Music in our lives: The early years. Washington, DC: NAEYC. $3.50

McLaughlin, Roberta & Wood, Lucille. (1969). Sing a song of people. Glendale, CA: Bowmar. $9.63

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Seeger, Ruth. (1948). American folk songs for children. Garden City, NY. Doubleday. $6.95

Sullivan, Molly. (1982). Feeling strong, feeling free: Movement exploration for young children. Washington, DC: NAEYC. $5.50

Outdoor Environments and Field Trips

Dickerson, Mildred. (1977). Developing the Outdoor Learning Center. Little Rock, AR: Southern Association on Children Under Six. $3.75

Pitts, Mabel. (1972). Tires are Tools for Learning. Little Rock, AR: Southern Association on Children Under Six. $1.75

Redleaf, Rhoda. (1983). Open the door let's explore. St. Paul, MN: Toys 'n Things Press. $8.95

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Hill, Dorothy. (1977). Mud, sand, and water. Washington, D.C.: NAEYC. $2.20

Holt, Bess-Gene. (1977). Science with young children. Washington, D.C.: NAEYC. $5.00

Kamii, Constance. (1982). *Number in preschool and kindergarten*. Washington, D.C.: NAEYC. $3.50

Katz, Adrienne. (1986). *Naturewatch: Exploring nature with your child*. Menlo Park, CA: Addison-Wesley Publishing Co. $7.95

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Baden, Ruth; Genser, Andrea; Levine, James & Seligson, Michelle. (1982). *School-age child care: An action manual*. Boston, MA: Auburn House Publishing Company. $16.95

Bender, Judith; Flatter, Charles & Schuyler-Haas Elder, Barbara. (1984). *Half a childhood: Time for school-age child care*. Nashville, TN: Curley Printing Company. $10.95

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Simmons, Barbara and Hogue, June. (1985). Idea sparkers: 122 Classroom activities. Wheaton, MD: ACEI. $7.20 ($6.00 for members)

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Briggs, Dorothy Corkille. (1975). Your child's self-esteem. Garden City, NY: Doubleday & Company, Inc. $8.95

Fraiberg, Selma. (1959). The magic years: Understanding and handling the problems of early childhood. New York: Charles Scribner's Sons. $5.95

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Kaushall, P. & Skagen, K. (1977). The growing years. New York: McGraw-Hill Book Company. $12.95

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Cherry, Clare. (1983). Please don't sit on the kids: Alternatives to punitive discipline. Belmont, CA: Fearon-Pitman Publishers, Inc. $8.95

Crary, Elizabeth. (1979). Without spanking or spoiling: A practical guide to toddler and preschool guidance. Seattle: Parenting Press. $7.95

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Hildebrand, Verna. (1985). Guiding young children (3rd ed.). New York: Macmillan Publishing Co., Inc. (Write for price information)

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Alston, F. K. (1984). Caring for other people's children: A complete guide to family day care. Baltimore: University Park Press. $15.00

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Cohen, Stanley A. (1982). Healthy babies, happy kids: The common sense guide to nutrition for the growing years. New York: Delilah Books. $8.95

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Ferreira, Nancy. (1982). Learning through cooking: A cooking program for children two to ten. Palo Alto, CA: R & E Research Associates, Inc. $6.95

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Runyan, Thora & Graham, Lynn. (1980). Nutrition handbook for family day care home providers. Child Development Training Program, Iowa State University. $2.50

Strobl, Calhune & Van Domelen, N. (1982). Off to a good start: Practical nutrition for family day care. Aspen, CO: Wildwood Child Care Food Program. $6.95

Veitch, Beverly & Harms, Thelma. (1981). Cook and learn. Menlo Park, CA: Addison-Wesley Publishing Company. $10.25

Wanamaker, Nancy; Hearn, Kristin & Richarz, Sherrill. (1982). More than graham crackers: Nutrition education and food preparation with young children. Washington, DC: NAEYC. $4.00

Warner, Penny. (1985). Super snacks for kids. New York: St. Martin's Press. $7.95

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American Medical Association. (1980). Handbook of first aid and emergency care. New York: Random House. $12.95

American Red Cross. (1979). Family health and home nursing. Doubleday. Garden City, NY. $5.40

American Red Cross. (1979). Standard first aid and personal safety. American National Red Cross. $5.00

Brenner, Avis. (1984). Helping children cope with stress. Lexington, MA: Lexington Books. $10.95 (paper)

Green, Martin I. (1977). A sigh of relief: The first-aid handbook for childhood emergencies. New York: Bantam Books. $12.95

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McNamee, Abigail S. (1982). Children and stress: Helping children cope. Wheaton, MD: ACEI. $7.20 ($6.00 for members)

Schiller, Jack. (1974). Childhood illness - A common sense approach. New York: Stein and Day. $3.95

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The Boston Women's Health Book Collective. (1978). Ourselves and our children. New York: Random House. $7.95

Brooks, Jane. (1981). The process of parenting. St. Paul, MN: Toys 'n Things Press. $14.95

Honig, Alice. (1979). Parent involvement in early childhood education. Washington, DC: NAEYC. $3.00

PREVENTION OF CHILD ABUSE

Books for Adults

Dolan, Edward F. (1980). Child abuse. New York: Franklin Watts. $10.90

Fontana, Vincent. (1983 Rev. Ed.). Somewhere a child is crying. New York: New American Library. Mentor paperback. $3.50

Giovannoni, Jeanne M. & Becerra, Rosina M. (1979). Defining child abuse. New York: The Free Press. Macmillan Publishing Company. $24.95

Hart-Rossi, Janie. (1984). Protect your child from sexual abuse: A parent's guide. Seattle, WA: Parenting Press, Inc. (companion book to children's book It's My Body). $5.00

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Helfer, Ray & Kempe, C. Henry. (Eds.). (1976). Child abuse and neglect: The family and the community. Cambridge, MA: Ballinger Publishing Company. $12.95

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Kempe, Ruth & Kempe, C. Henry. (1978). Child abuse. Cambridge, MA: Harvard University Press. $30.00

Kraizer, Sherryll. (1985). The safe child book. New York: Dell Publishing Co. $5.95

O'Brien, Shirley. (1984). Child abuse and neglect: Everybody's problem. Wheaton, MD: ACEI. $5.40 ($4.50 for members)

Pelton, L. H. (Ed.). (1981). The social context of child abuse and neglect. New York: Human Sciences Press, Inc. $19.95

Rush, Florence. (1980). The best kept secret: Sexual abuse of children. New York: McGraw-Hill Book Company. $5.95

Sanford, Linda Tschirhart. (1980). The silent children: A parent's guide to the prevention of child sexual abuse. New York: McGraw-Hill Book Company. $7.95

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Wheat, Patti & Lieber, L. (1979). Hope for the children. A personal history of parents anonymous. Minneapolis, MN: Winston Press. $6.95

Books for Children

Dayee, Frances. (1982). Private zone. The Chas. Franklin Press. P.O. Box 524, Lynnwood, WA 98046. $3.00

Freeman, Lory. (1982). It's my body. Seattle, WA: Parenting Press, Inc. $3.00

Girard, Linda W. (1984). My body is private. Niles, IL: Albert Whitman & Company. $10.95

Gordon, S. & Gorson, Judith. (1984). A better safe than sorry book. Fayetteville, NY: Ed-U Press, Inc. $5.95

Keller, Irene. (1985). Benjamin rabbit and the stranger danger. New York: Dodd, Mead & Company. $8.95

Meyer, Linda. (1984). Safety zone. Edmonds, WA: The Chas. Franklin Press. $3.00

Newman, Susan. (1985). Never say yes to a stranger: What your child must know to stay safe. New York: Perigee Books. $6.95

Terkel, Susan & Rench, Janice. (1985). Feeling safe, feeling strong: How to avoid sexual abuse and what to do if it happens to you. Minneapolis, MN: Lerner Publications Company. $9.95

TAKING CARE OF YOURSELF

Clarke, Jean. (1978). Self-esteem: A family affair. Minneapolis, MN: Winston Press, Inc. $6.95

Jourde, Paula. (1982). Avoiding burnout: Strategies for managing time, space, and people in early childhood education. Washington, D.C.: Acropolis Books. $14.95

Pines, Ayala & Samson, Elliot. (1980). Burnout: A manual. Schiller Park, IL: MTI Teleprograms. $3.95

Pines, Ayala et. al. (1980). Burnout: from tedium to personal growth. New York: Free Press. $24.95

APPENDIX

CHAPTER 110

[Prior to 7/1/83, Social Services(770) Ch 110]

FAMILY AND GROUP DAY CARE HOMES

498—110.1(237A) Definitions.

110.1(1) *Family day care home provider.* "Family day care home provider" or "provider" means the adult responsible for care and supervision of a child in a family day care home.

110.1(2) *Registration certificate.* "Registration certificate" means the written document issued by the department of human services to publicly state that the provider has certified in writing compliance with the minimum requirements for registration of a family day care home.

498—110.2(237A) Application. The application for registration shall be made to the department of human services on Application for Family Day Care Home Registration, SS-1105-3 provided by the department. Such forms shall be available in each local office of the department.

The family day care home shall inform the department of human services of any changes in circumstances that would affect their registration on the same form.

498—110.3(237A) Renewal. Renewal of registration shall be completed yearly.

498—110.4(237A) Issuance of certificate. The department shall issue a registration certificate upon receipt from the provider of a signed statement of compliance with the requirements for registration of a family day care home.

498—110.5(237A) Standards. The provider shall certify that the family day care home meets the following conditions:

110.5(1) Conditions in the home are safe, sanitary, and free of hazards. This shall include as a minimum:

a. A telephone with emergency numbers posted.

b. All medicines and cleaners secured from access by a child.

c. First-aid supplies.

d. Medications given only with parent's or doctor's direct authority.

e. Electrical wiring maintained with all accessible electrical outlets safely capped and electrical cords properly used. Improper use would include running cords under rugs, over hooks, through door openings, or other such use that has been known to be hazardous.

f. Combustible materials are kept away from furnaces, stoves, or water heaters.

g. Safety barriers at stairways for preschool age children.

h. Safe outdoor play area.

i. Annual laboratory analysis of a private water supply to show satisfactory bacteriological quality. When children under the age of two are to be cared for, such analysis shall include a nitrate analysis.

j. Emergency plans in case of fire or tornado written and posted.

k. Fire drills practiced once a month and recorded and tornado drills practiced and recorded quarterly.

l. In order to prevent burns, a safety barrier shall surround any heating stove or heating element.

110.5(2) The provider shall meet the following requirements:

a. Is eighteen years of age or older and likes and understands children.

b. Gives careful supervision at all times.

c. Frequently exchanges information with the parent or parents of each child.

d. Gives consistent, dependable care, and is capable of handling emergencies.

e. Is present at all times except if emergencies occur, at which time good substitute care is provided. When an absence is planned, the parents are given prior notice.

110.5(3) There shall be an activity program which includes:

a. Active play.

b. Quiet play.

c. Activities for large muscle development.

d. Activities for small muscle development.

e. Play equipment and materials in a safe condition, for both indoor and outdoor activities appropriate for the ages and number of children present.

110.5(4) The certificate of registration shall be displayed in a conspicuous place.

110.5(5) The number of children present shall conform to the following standards.

a. No greater number of children shall be received for care at any one time than the number authorized on the registration certificate.

b. The total number of children in the home at any one time shall not exceed six. The provider's children not regularly in school full days shall be included in the total. During times when school is not in session, the provider's school-age children shall not be included in the total.

c. There shall never be more than four children under two years of age present at any one time.

110.5(6) No discipline shall be used which is physically or emotionally harmful to a child.

110.5(7) Regular meals shall be provided which are well-balanced, nourishing, and in appropriate amounts. Mid-morning and mid-afternoon snacks shall be served which are nutritious and appealing.

110.5(8) An individual file shall be maintained for each child and shall contain:

a. Identifying information including, as a minimum, the child's name, birth date, parent's or guardian's name, names of brothers and sisters, address, telephone numbers, special needs of the child, and the parent's or guardian's work address and telephone number.

b. Emergency information including , as a minimum, where the parent(s) or guardian can be reached, the doctor's name and telephone number, and the name and telephone number of another adult available in case of emergency.

c. A signed medical consent from the parent or guardian authorizing emergency treatment.

d. A physical examination report including immunization information signed by a physician or designee at enrollment.

e. A statement of health condition signed by a physician or designee annually after the physical examination report.

f. A list signed by a parent or guardian which names persons authorized to pick up the child.

110.5(9) A provider file shall be maintained and shall contain the physician's signed statement obtained at the time of the first registration, and at least every three years thereafter, on all members of the provider's household that may be present when children are in the home, that the provider and members of the provider's household are free of diseases or disabilities which would prevent good child care.

110.5(10) A Department of Public Safety Check, Form SS-2203, shall be completed on the provider and all persons living or working in the same home.

110.5(11) A Request for Child Abuse Information, Form SS-1606-0, shall be completed concerning the provider and all persons living or working in the same home.

498—110.6(237A) List of registered homes. The local offices of the department of human services shall maintain a current list of registered family day care homes as a referral service to the community.

498—110.7(237A) Denials and revocations.

110.7(1) Registration shall be denied or revoked if a hazard to the safety and well-being of a child is found by the department of human services, and the provider cannot or refuses to correct the hazards, even though such hazard may not have been specifically listed under the health and safety rules.

110.7(2) Record shall be kept in an open file of all denials or revocations of registration and the documentation of reasons for denying or revoking the registration

498—110.8(237A) Complaints. Record shall be kept in a closed file of all complaints received and there shall be documented resolution of all complaints. Disclosure of information shall require waivers from all parties involved.

498—110.9(237A) Additional requirements for group day care homes.

110.9(1) The group day care home shall provide a separate quiet area for sick children.

110.9(2) Group day care home fire safety requirements.

a. Fire extinguisher. The group day care home shall have not less than one 2A 10BC rated fire extinguisher located in a visible and readily accessible place on each child occupied floor.

b. Smoke detectors. The group day care home shall have a minimum of one single station battery operated UL approved smoke detector in each child occupied room and at the top of every stairway. Each smoke detector shall be installed according to manufacturer's recommendations. Each smoke detector shall be tested monthly by the provider and a record kept for inspection purposes.

c. Two exits. The group day care home shall have a minimum of two direct exits to the outside from the main floor. Both a second story child occupied floor and a basement child occupied floor shall have in addition to one inside stairway at least one direct exit to the outside. All exits shall terminate at grade level with permanent steps. Occupancy above the second floor shall not be permitted for child care. A basement window may be used as an exit if the dimensions of the window are a minimum thirty inches by thirty inches with permanent steps inside leading up to the window.

110.9(3) An individual file shall be maintained for each staff assistant and shall contain:

a. A completed Group Day Care Home Staff Criminal Records Check, Form SS-1211-3.

b. A completed Department of Public Safety Check, Form SS-2203.

c. A completed Request for Child Abuse Information, Form SS-1606-0.

d. A physician's signed statement at the time of employment and at least every three years thereafter that the person is free of diseases or disabilities which would prevent good child care.

Child Development Training Program
Department of Child Development
Iowa State University
Ames, Iowa 50011

PS 016794

IOWA FAMILY DAY CARE HANDBOOK

Child Development Training Program
Department of Child Development
Iowa State University
Ames, Iowa 50011
(515) 294-8877

Iowa Family Day Care Handbook

Working with day care home providers, child care center staff members, and other professionals to develop quality programs for young children is the major goal of the Child Development Training Program. The program is part of the Department of Child Development in the College of Family and Consumer Sciences at Iowa State University.

Coordinated by Shirley C. Karas since it began in 1969, the program staff includes an interdisciplinary faculty team, skilled trainers hired for specific projects, graduate assistants, and support staff.

Funding comes from the university as well as through grants and contracts from state, federal, and private agencies.

Head Start training and technical assistance has been an on-going focus.

The purpose of the 3rd Edition of the **Iowa Family Day Care Handbook** by Bess-Gene Holt, Ph.D. and Shirley C. Karas, Ph.D. (1986) is to:

1. Help individuals considering family day care to decide whether this is a profession that is right for them and their families.

2. Present ideas for setting up and maintaining a family day care home that provides high quality service to families, a place where children can develop and learn, and a successful business for the provider.

The Trainer's Packet contains additional materials and handouts for child development professionals involved in conducting training in quality family day care.

These materials have been used in a project to train 400 family day care providers in communities across Iowa and are currently being used in several other states.

Table of Contents

Chapter 1: **Family Day Care**—An overview of considerations for setting up and maintaining a quality family day care program is provided.

Chapter 2: **Getting Started**—Business concerns as well as basic policies, agreements, and record keeping forms are included.

Chapter 3: **Your Home**—Ideas are given for using household space creatively and effectively to make a warm, safe learning environment.

Chapter 4: **Parents**—The role of the child's family and ideas for supporting the provider's relationship with them are discussed.

Chapter 5: **The Children**—A year-by-year developmental overview of children and ideas for promoting their physical, cognitive, and social growth are presented.

Chapter 6: **Guidance**—Positive methods for guiding children's behavior are discussed.

Chapter 7: **Your Day**—Scheduling and planning the learning and care activities are highlighted.

Chapter 8: **Health and Safety**—Methods for developing good health and safety habits are presented along with up-to-date information on first aid.

Chapter 9: **Food and Nutrition**—Methods for promoting good eating habits and healthy, cost-effective food suggestions are covered in this section.

Chapter 10: **Resources in Your Community**—Professional resources and training opportunities are reviewed.

More Information

The cost of the **Iowa Family Day Care Handbook** is $7.00. This includes the contents outlined in this brochure. The **Trainer's Packet** materials are assembled in a three-inch, sturdy, three-ring notebook. The cost is $35.00.

To order any of the Child Development Training Program packages, or for more information, please complete and return this form.

Child Development Training Program
Department of Child Development
Iowa State University
Ames, Iowa 50011
(515) 294-8877

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Pre-payment is required. Enclosed is $ __________.

I would like to purchase (make checks payable to Iowa State University):

_____ copies of the **Iowa Family Day Care Handbook** @ $7.00 each.

_____ copies of **Iowa Family Day Care Handbook Trainer's Packet** @ $35.00 each.

_____ copies of the **Nutrition Handbook for Day Care Home Providers** @ $5.00 each.

_____ copies of the **Orientation Packet for Head Start Staff, Parents, and Volunteers,** @ $30.00 each.

_____ copies of the **Nutrition Handbook for Head Start Nutrition Coordinators and Cooks** @ $15.00 each.

_____ copies of the **Day Care Legal Handbook—Revised Iowa Edition** @ $7.00 each.

_____ copies of the **Nutrition Handbook for Day Care Center Staffs** @ $5.00 each.

_____ copies of **Exploring Parenting: A Parenting Program Adapted to a Prison Setting** @ $10.00 each.

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